

# DOCUMENT RESUME

ED 099 353

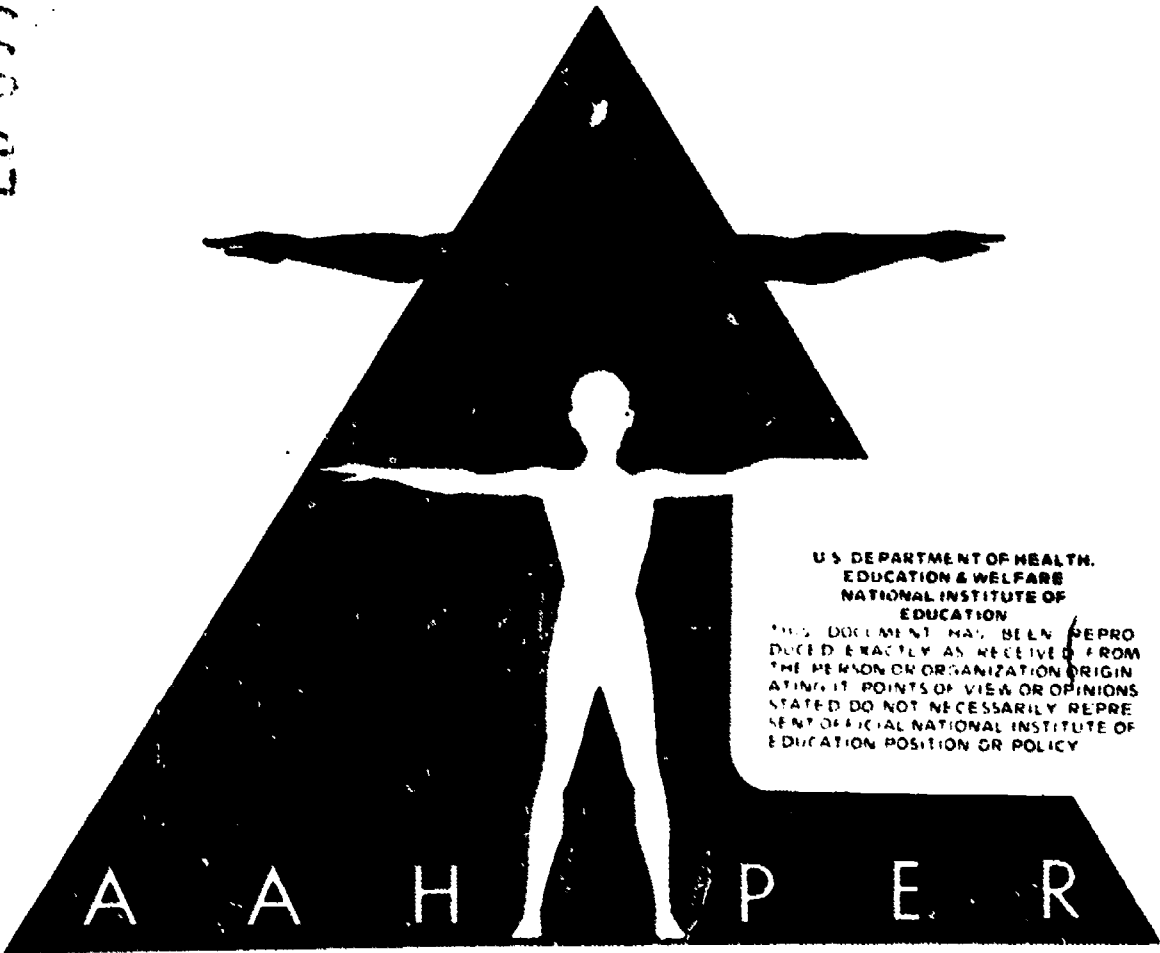
SF 008 658

TITLE AAHPER Youth Fitness Test Manual. Revised Edition.  
INSTITUTION American Alliance for Health, Physical Education, and Recreation, Washington, D.C.  
PUB DATE 75  
NOTE 74p.  
AVAILABLE FROM American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)  
EDRS PRICE MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE  
DESCRIPTORS Adolescents; \*Junior High Schools; Norms; \*Physical Fitness; Physical Health; Professional Associations; Secondary Education; Teenagers; \*Tests

## ABSTRACT

The Revised AAHPER Youth Fitness Test is a battery of six test items designed to give a measure of physical fitness for boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an overall picture of fitness. Tests can be given in the gymnasium or outdoors. They are as follows: (a) pull-up (with flexed-arm hang for girls)--for judging arm and shoulder girdle strength; (b) flexed leg sit-up--for judging efficiency of abdominal and hip flexor muscles; (c) shuttle run--for judging speed and change of direction; (d) standing broad jump--for judging speed; and (e) 600-yard run-walk (with optional runs of one mile or 9 minutes for ages 10-12, or one and a half miles or 12 minutes for ages 13 and older)--for judging cardiovascular efficiency. The following information is given for each test: equipment, description, rules, and scoring. Also included in this document are a history of the test, methods for recording and comparing test scores, tables with various percentile scores and norms, and recording forms. (JA)

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# YOUTH FITNESS TEST MANUAL

REVISED EDITION

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# FOREWORD

SINCE ITS FORMATION in 1885, the American Alliance for Health, Physical Education, and Recreation has been deeply concerned with ways to improve the physical fitness of American boys and girls. One of its most effective contributions has been the steady emphasis and stimulation exerted through the Youth Fitness Test Project initiated in 1957. The AAHPER Youth Fitness Test is the first ever developed by the physical education profession for which national norms were determined.

The results of the first testing in 1957 showed that the young people of this country were not as physically fit and vigorous as they should be. The testing program then became both the cause and the means for an ever-increasing effort to improve the physical education offerings of our schools and thus make a positive impression on fitness levels. In 1965 the tests were up dated and the national norms showed improvement but indicated that much remained to be done in raising the level of physical performance of American boys and girls.

Three basic changes have been made in the current revision of the test battery:

1. The softball throw for distance has been eliminated so the test is now a six-item test. This will simplify the administration of the remaining tests while not affecting validity.

2. The straight leg sit-up is replaced by the flexed leg sit-up done for one minute.

3. The 600-yard run-walk has been retained as the basic endurance test item. Two optional runs have been added — the 1 mile or 9-minute run for ages 10-12 or the 1½ mile or 12-minute run for ages 13 and older. These may be substituted in programs where extensive running has been a continuing part of the physical education program.

Information in this *Manual* can serve as a guide for schools in administering the test battery and using the results for planning improved physical education programs. It also should be useful to recreation and community leaders who wish to serve youth by including physical fitness among their program objectives.

GEORGE F. ANDERSON

# **THE TEST and the NATIONAL NORMS**

THE REVISED AAHPER YOUTH FITNESS TEST is a battery of six test items designed to give a measure of physical fitness for both boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an over-all picture of the young person's general fitness. It is the only fitness test for which national norms have been determined.

## **The test battery**

The tests can be given in the gymnasium or outdoors. They are: pull-up (with flexed-arm hang for girls)—for judging arm and shoulder girdle strength; flexed leg sit-up—for judging efficiency of abdominal and hip flexor muscles; shuttle run—for judging speed and change of direction; standing broad jump—for judging explosive muscle power of leg extensors; 50-yard dash—for judging speed; and 600-yard run-walk (with optional runs of 1 mile or 9 minutes for ages 10-12 or 1½ miles or 12 minutes for age 13 and older)—for judging cardiovascular efficiency.

The original test battery of seven tests was developed in 1957 by a special committee of the AAHPER Research Council. Its work was the direct result of a national conference called in 1956 by President Dwight D. Eisenhower to consider the fitness of American youth. President Eisenhower was alerted to the poor physical record of our young people through the research studies of Hans Kraus and associates as published in the *Journal of Health, Physical Education, Recreation* and in the *Research Quarterly*. Following the President's meeting, AAHPER held a conference to determine specific steps which the physical education profession might take to improve the level of physical fitness among American youth. One important result of this national meeting was to set in motion the AAHPER Youth Fitness Project, an attempt both to measure and to improve the fitness of our country's boys and girls.

The special Research Council committee was fully aware of the problems confronting a group charged with the responsibility of studying the fitness of the nation's youth. There was, however, a strong feeling that some concrete action should be taken. Accordingly, with the thought that any project proposed would be looked upon as a pilot study, the committee agreed on plans for a survey of youth fitness in the United States.

Seven test items were chosen by this group of experts, and recently, three modifications were made in this original test battery. The sit-up was changed to a flexed leg sit-up, which is a more accurate measure of the abdominal muscle. The softball throw was eliminated on the ground that it involves skill to a large extent while the prime purpose of the battery of tests is to determine fitness. The 600-yard run-walk was modified to include two optional runs--the 1-mile or 9-minute run for ages 10-12 or the 1½-mile or 12-minute run for children age 13 or older. These optional runs may be substituted in programs where extensive running has been a continuing part of the physical education program.

The following criteria were considered by the committee in selecting the seven (now six) items for the AAHPER Youth Fitness Test: tests which were reasonably familiar, tests which required little or no equipment, tests which could be administered to both boys and girls (with the one exception of the pull-up), tests which could be given to the entire age range of grades 5-12, and tests which measured different components of fitness.

As an extension of the last criterion, it should be pointed out that the test battery does measure elements of strength, agility, and endurance, as well as proficiency in running and jumping. Each particular test item was viewed as an indicator of a strength or weakness with little interest in the test *per se*. As an example, the interest in pull-ups was not in the event itself but in the fact that this is an indicator of arm and shoulder strength.

It should be emphasized that the correlations among the six test items are low. If they were high, there would be no point in giving six tests—one or two would suffice.

### **First national fitness survey**

AAHPER's most significant decision was to carry out the work necessary to develop national norms for the fitness test. Dr. Paul A. Hunsicker, University of Michigan, was named director of the project, with responsibility for coordinating the task of testing a nationwide sample of American youth. The Survey Research Center of the University of Michigan was delegated the task of selecting a representative sampling. Since it was decided that all boys and girls, grades 5 through 12, would be eligible participants, the sampling was based on homeroom units so that both those taking physical education and those not enrolled in physical education would be included. The Center drew the sample schools, made the initial contact requesting the school's cooperation, and decided which students in cooperating schools would be subjects.

Directions for administering the test were prepared, and professional people in various sections of the country assumed responsibility for supervising test administration in their areas. The project director met the people involved in the testing to distribute directions and demonstrate the tests. Although the precise time of testing and other arrangements were left to the discretion of the local people, these meetings assured that the norms for the AAHPER Youth Fitness Test would be the first determined under standard conditions.

Test data were returned to the University of Michigan where all scores were transcribed to worksheets and punched onto IBM cards. The percentile score tables were then determined for each of the tests—based both on age alone and on the Neilson-Cozens Classification Index, which is a more accurate indication of the individual's physical status. The scores included test results for 8,500 boys and girls in grades 5 through 12.

The data for the first national survey were thus collected and analyzed during the school year of 1957-58. The test and the national norms were published by AAHPER in September 1958. It is estimated that the test has been administered to millions by physical education teachers and youth agencies. It has also been used in many foreign countries.

### **Incentive for improvement**

The results of the 1957-58 survey, however, confirmed what many had suspected—American boys and girls did not demonstrate outstanding performance on the measures of fitness. The national norms were not at a very high level.

Comparisons between scores of youngsters in other countries and those of American children showed that our boys and girls were not as physically fit as those of some other lands in the qualities measured. Although our nutrition and health standards may be higher, our young people do not have the shoulder and upper arm strength or the endurance revealed by young people of many other countries.

The dismaying test results thus became an incentive to improve physical education programs around the country. When the fitness status of school pupils was ascertained through the test and then compared with the national norms, physical education teachers knew where they must concentrate to raise fitness levels. The test itself became a technique for improving physical fitness as well as a stimulation for broadening and enriching the opportunities for physical activity in the public schools.

Programs of health education, physical education, and recreation around the country were strengthened. More emphasis was placed on sports for fitness, on gymnastics for both boys and girls, on motivation for fitness. Two conferences were sponsored by the AAHPER to aid in the efforts to improve physical education offerings for secondary school pupils and for elementary school pupils.<sup>1</sup>

The President's Council on Physical Fitness and Sports<sup>2</sup> was set up by President Eisenhower in 1956 to give federal encouragement to programs aimed at increasing over-all fitness of American youth. It, like the AAHPER Youth Fitness Test program, was an outgrowth of the first President's Conference on Fitness of American Youth. The Council's work was expanded under President John F. Kennedy and continued under President Lyndon B. Johnson. Various programs were enlarged and extended under Presidents Richard M. Nixon and Gerald Ford.

<sup>1</sup> *Children and Fitness. A Program for Elementary Schools*, report of the AAHPER National Conference on Fitness of Children of Elementary School Age, 1959 (AAHPER, 1960, 58 pp., \$1.50) and *Youth and Fitness. A Program for Secondary Schools*, report of the AAHPER National Conference on Secondary School Youth, 1958 (AAHPER, 1959, 74 pp., \$1.50).

<sup>2</sup> Originally called the President's Council on Youth Fitness.



The Council, as a part of its motivational program, officially adopted and endorsed the use of the AAHPER Youth Fitness Test and recommended fitness testing as the first step toward improvement of physical fitness.

### **Plan for motivation**

As an incentive for a continual program of fitness testing, AAHPER prepared motivational materials for those participating in the testing procedure. Schools or any organized group which administers the test may receive a certificate of participation from AAHPER headquarters. Boys and girls taking part in the testing may receive awards and emblems indicating their performance level on the AAHPER Youth Fitness Test.

There is an achievement award certificate for boys and girls who attain the 50th percentile on all items in the test. An embossed gold merit seal is available for this certificate of achievement for those boys and girls who attain the 80th percentile on all test items. A progress award is available for the physically limited boys and girls who, in their instructor's estimation, show improved performance on the test items.

There are also other awards to provide boys and girls with a keen incentive to improve their fitness standards. Separate sew-on embroidered emblems are available, for three levels: elementary, junior, and senior.

The Presidential Physical Fitness Award, established by President Lyndon B. Johnson in 1966, honors students who demonstrate exceptional physical achievement. Boys and girls who score at or above the 85th percentile on all seven items of the Youth Fitness Test are eligible. They must be students in good standing, recommended by their school principals.

Information about these awards and other materials on fitness may be obtained by writing to AAHPER headquarters. (See pages 72-74.)

### **College norms**

In 1960, the fitness testing program was expanded to include college men and women (and young adults not in college). The national norms thus developed appear on pages 59-60.

Percentile scores for college men were compiled under the direction of Dr. Paul A. Hunsicker, University of Michigan. Several universities with required programs in physical education participated in furnishing data. These schools were representative of all areas of the country. The tests were administered, according to the instructions in the *AAHPER Youth Fitness Test Manual*, to a random selection of students enrolled in the required physical education program. The men tested represented a cross-section of the various activities in the programs. Approximately 2,200 college men were included in the total sample from which the percentile scores were developed.

Fitness test data for college women were collected under the direction of Dr. Dorothy R. Mohr, then at the University of Maryland (now at Sacramento State College, Sacramento, California). Colleges and universities in each of the six districts of the AAHPER participated. The 57 college departments of physical education for women which furnished

data administered the physical fitness test according to the instructions in the *Manual*. Each selected a random sample of freshman and sophomore women enrolled in the required physical education program; over 4,800 women were included in the total sample from which the percentile scores were developed.

### New national norms

After the Youth Fitness Test had been in use for some five years, AAHPER believed it was desirable to develop new norms to determine whether increased emphasis on testing and improvements in physical education were indeed helping to increase fitness levels. Dr. Hansicker, director of the first survey, undertook a second national survey to bring the norms up to date.<sup>3</sup>

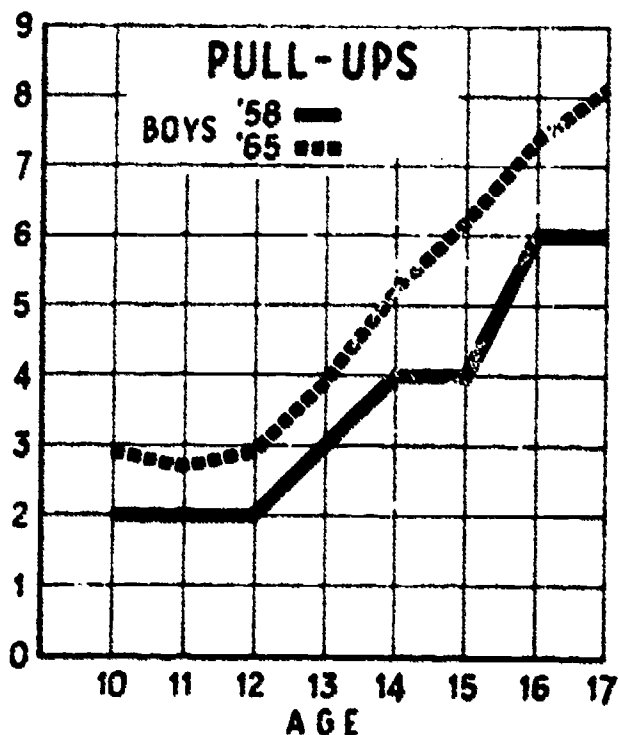
The test items administered during the second survey were identical to those given in 1957-58 with one exception. The flexed-arm hang was substituted for the modified pull-up for girls because it gave a more efficient and reliable measure for the quality tested.

Data were collected during the school years 1963-64 and 1964-65. The Survey Research Center at the University of Michigan again assisted by drawing the sample to which the test was administered. Some 9,200 boys and girls participated in the revision of the norms.

### Comparison of norms

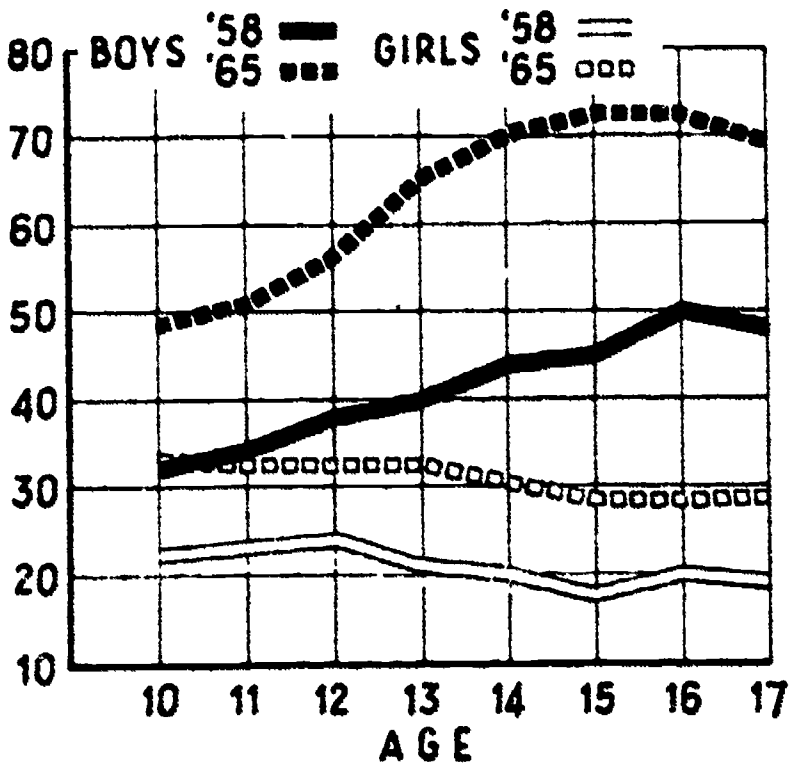
The 1965 norms indicated that boys and girls, age 10 to 17, were generally more fit as measured by the AAHPER Youth Fitness Test, than they were when norms were first established. All but one of the mean scores for the 1964-65 data were higher than the 1957-58 mean; better performances were recorded for every test at every age level except for the 17-year-old girls softball throw, now eliminated.

Charts comparing the two sets of norms appear here and on the following three pages.

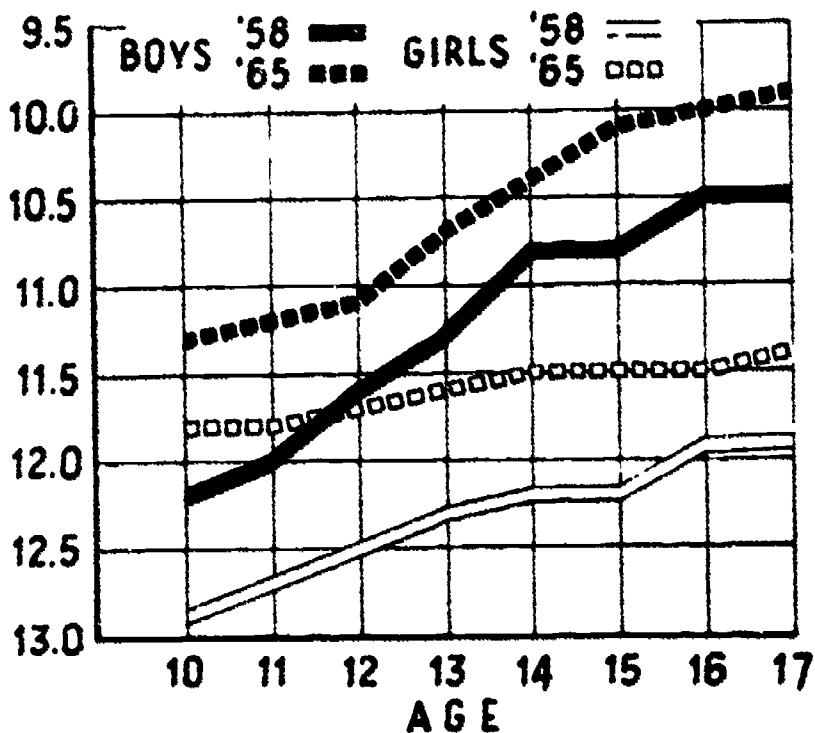


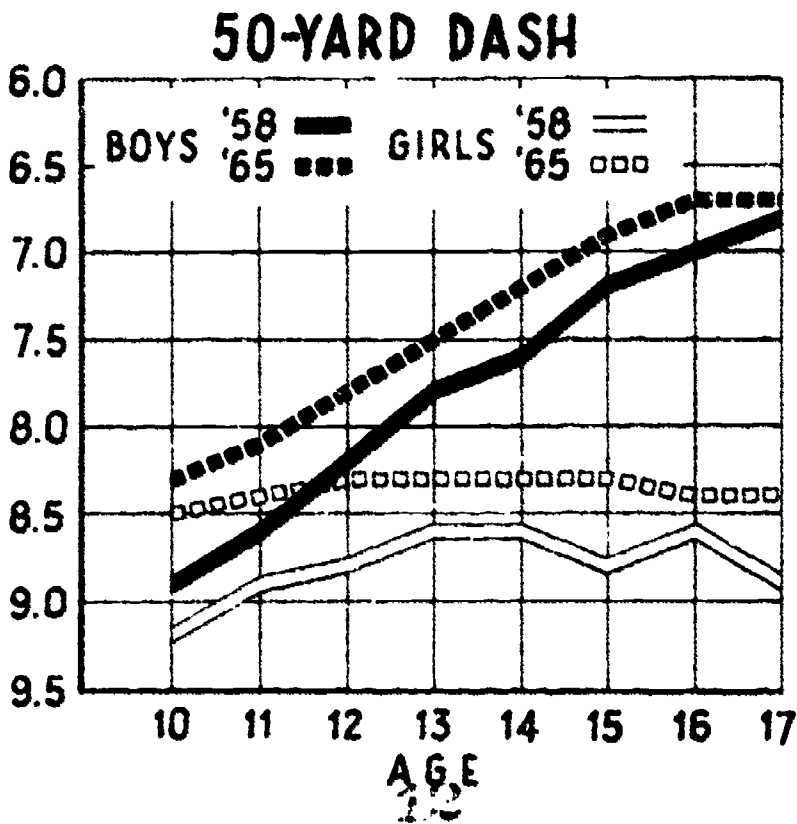
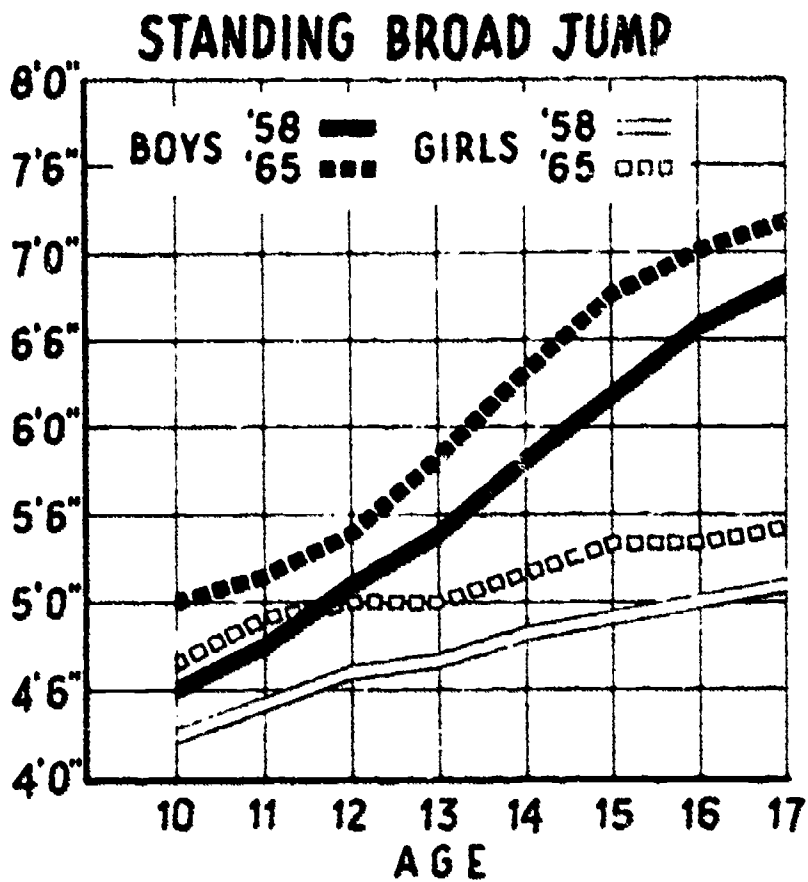
<sup>3</sup> This survey, under the title *A Study and Comparison of Youth Fitness Between 1957 and 1963*, was conducted under the auspices of the Cooperative Research Branch, U.S. Office of Education (Cooperative Research Project #2418).

# SIT-UPS (STRAIGHT LEG)

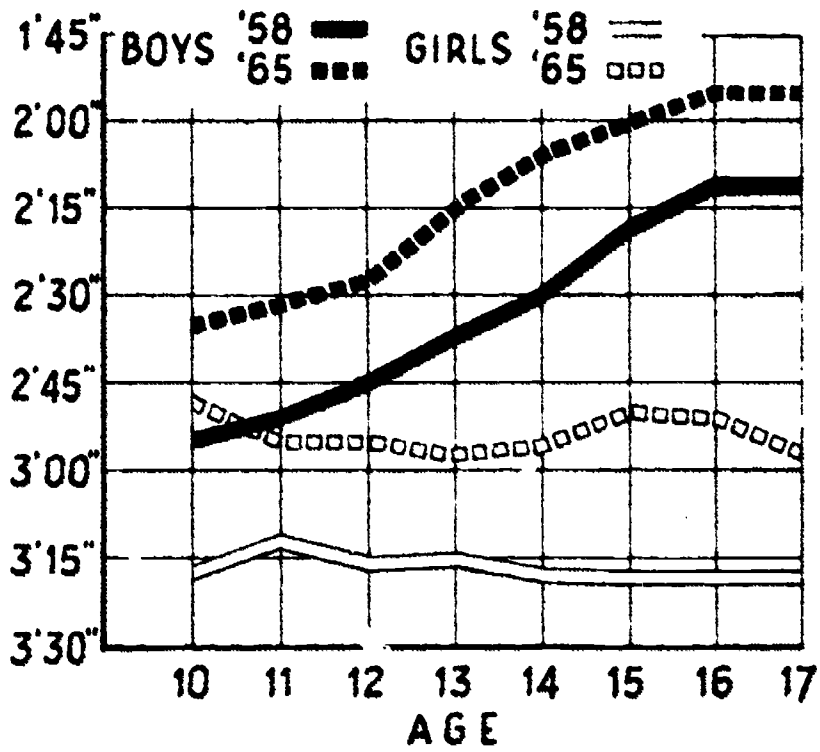


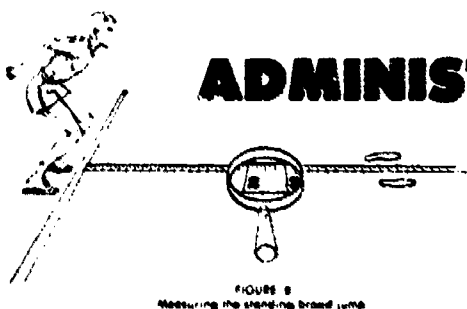
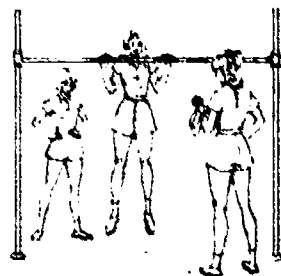
# SHUTTLE RUN





# 600-YARD RUN-WALK





## ADMINISTERING THE TEST

THE AAHPER YOUTH FITNESS TEST BATTERY consists of six test items. Detailed instructions for administering each test appear on the following seven pages.

The tests may be given in any gymnasium or out of doors. With the exception of a bar for the pull-up and flexed-arm hang, no special equipment is required. Administering the tests does, however, call for careful planning, to utilize both space and time to best advantage. Stations for each test should be thoughtfully worked out and the various test areas clearly marked ahead of time.

Arrangements must be made for timers and for recording of all scores. (See page 23 for information about the permanent recording of scores.) Organizing the group into squads is a useful technique. Sometimes it is possible for each pupil to record his own score as the test is given; sometimes it is more practical to have a squad captain, an assistant, or the teacher record scores. (They may later be transferred to personal records.)

It is suggested that the pull-up for boys, flexed-arm hang for girls, flexed leg sit-up, shuttle run, and standing broad jump be given in one period; the 50-yard dash, and 600-yard run-walk (with optional runs) in a second period.

The pupils should be given reasonable warm-up prior to the testing. A test should not be given to any pupil whose medical status is questionable.

Be certain to follow directions exactly for each test. Only in this way will it be possible to compare the scores with the national norms. (See page 24 for information about using the percentile score tables to compare individual scores with the national norms.)

# pull-up

BOYS

1

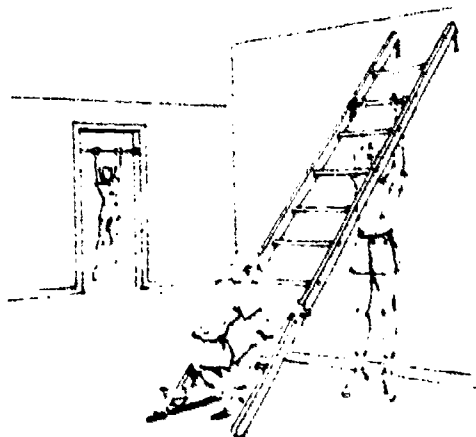


FIGURE 1  
Improvised equipment for pull-up—  
doorway gym bar in background,  
ladder in foreground.

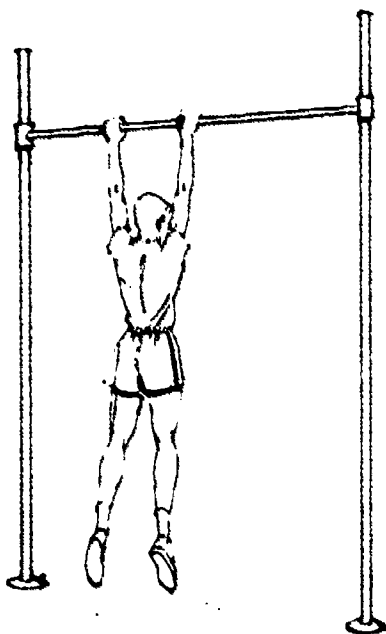


FIGURE 2  
Starting position for pull-up.

## EQUIPMENT

A metal or wooden bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used, and, if no regular equipment is available, a piece of pipe or even the rungs of a ladder can also serve the purpose (FIGURE 1).

## DESCRIPTION

The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free of the floor. He should use the overhand grasp (FIGURE 2). After assuming the hanging position, the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in the starting position. The exercise is repeated as many times as possible.

## RULES

1. Allow one trial unless it is obvious that the pupil has not had a fair chance.
2. The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging, check this by holding your extended arm across the front of the thighs.
3. The knees must not be raised and kicking of the legs is not permitted.

## SCORING

Record the number of completed pull-ups to the nearest whole number.

## EQUIPMENT

A horizontal bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used; if no regular equipment is available, a piece of pipe can serve the purpose. A stop watch is needed.

## DESCRIPTION

The height of the bar should be adjusted so it is approximately equal to the pupil's standing height. The pupil should use an overhand grasp (FIGURE 3). With the assistance of two spotters, one in front and one in back of pupil, the pupil raises her body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar (FIGURE 4). The pupil holds this position as long as possible.

## RULES

1. The stop watch is started as soon as the subject takes the hanging position.
2. The watch is stopped when (a) pupil's chin touches the bar, (b) pupil's head tilts backwards to keep chin above the bar, (c) pupil's chin falls below the level of the bar.

## SCORING

Record in seconds to the nearest second the length of time the subject holds the hanging position.

# 1

GIRLS

## flexed-arm hang

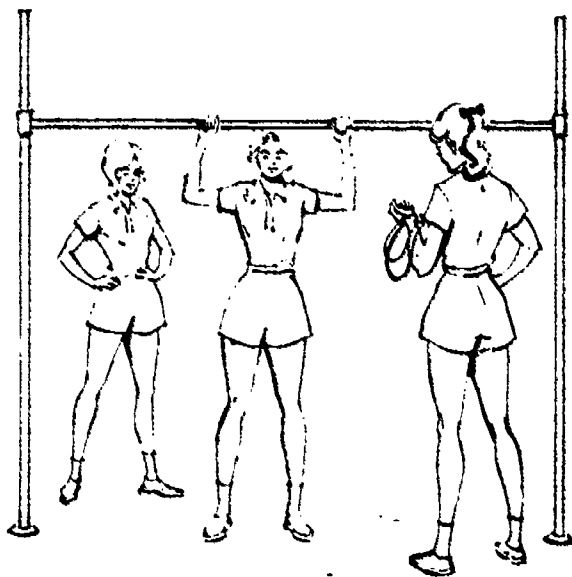


FIGURE 3  
Starting position for flexed-arm hang.

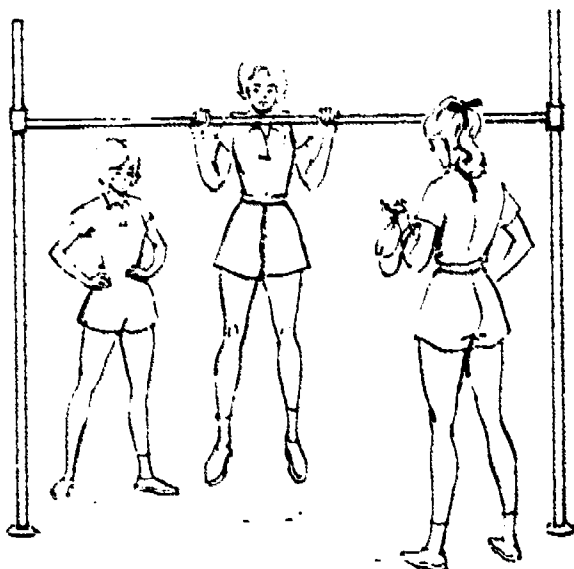


FIGURE 4  
Flexed-arm hang.



## sit-up (flexed leg)

### BOYS AND GIRLS

# 2

#### EQUIPMENT

Clean floor, mat or dry turf and stop-watch.

#### DESCRIPTION

The pupil lies on his back with his knees bent, feet on the floor and heels not more than 12 inches from the buttocks. The angle at the knees should be less than 90 degrees. The pupil puts his hands on the back of his neck with fingers clasped and places his elbows squarely on the mat, floor or turf. His feet are held by his partner to keep them in touch with the surface. The pupil tightens his abdominal muscles and brings his head and elbows forward as he curls up, finally touching elbows to knees. This action constitutes one sit-up. The pupil returns to the starting position with his elbows on the surface before he sits up again. The timer gives the signal "ready-go," and the sit-up performance is started on the word "go." Performance is stopped on the word "stop." The number of correctly executed sit-ups performed in 60 seconds shall be the score.

#### RULES

1. Only one trial shall be allowed unless the teacher believes the pupil has not had a fair opportunity to perform.
2. No resting between sit-ups is permitted.
3. No sit-ups shall be counted in which the pupil *does not* (a) keep the fingers clasped behind the neck; (b) bring both elbows forward in starting to sit up without pushing off the floor with an elbow; or (c) return to starting position, *with elbows flat on the surface*, before sitting up again.

#### SCORING

Record the number of correctly executed sit-ups the pupil is able to do in 60 seconds. A foul nullifies the count for that sit-up. The watch is started on the word "go" and stopped on the word "stop."



FIGURE 5  
Starting position for flexed leg sit-up

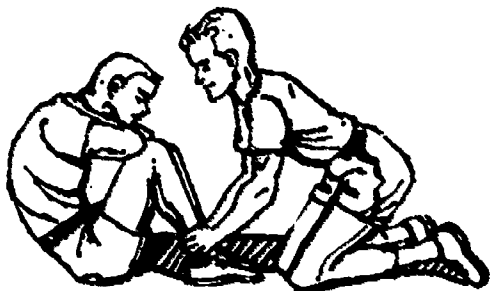


FIGURE 6  
Flexed leg sit-up

## EQUIPMENT

Two blocks of wood, 2 inches x 2 inches x 4 inches, and stopwatch. Pupils should wear sneakers or run barefooted.

## DESCRIPTION

Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines as indicated in FIGURE 7. The pupil starts from behind the other line. On the signal "Ready? Go!" the pupil runs to the blocks, picks one up, runs back to the starting line, and *places* the block behind the line; he then runs back and picks up the second block, which he carries back across the starting line. If the scorer has two stopwatches or one with a split-second timer, it is preferable to have two pupils running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind the other.

## RULES

Allow two trials with some rest between.

## SCORING

Record the time of the better of the two trials to the nearest tenth of a second.

# 3

## shuttle run

BOYS AND GIRLS

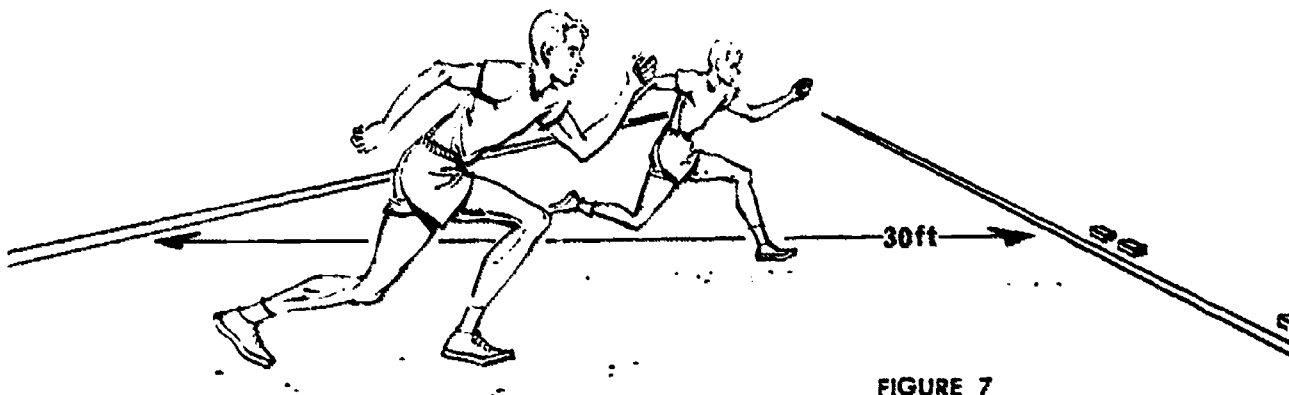


FIGURE 7  
Starting the shuttle run.

# standing broad jump

BOYS AND GIRLS

## 4

### EQUIPMENT

Mat, floor, or outdoor jumping pit, and tape measure.

### DESCRIPTION

Pupil stands as indicated in FIGURE 8, with the feet several inches apart and the toes just behind the take-off line. Preparatory to jumping, the pupil swings the arms backward and bends the knees. The jump is accomplished by simultaneously extending the knees and swinging forward the arms.

### RULES

1. Allow three trials.
2. Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line (FIGURE 8).
3. When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the take-off line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.

### SCORING

Record the best of the three trials in feet and inches to the nearest inch.

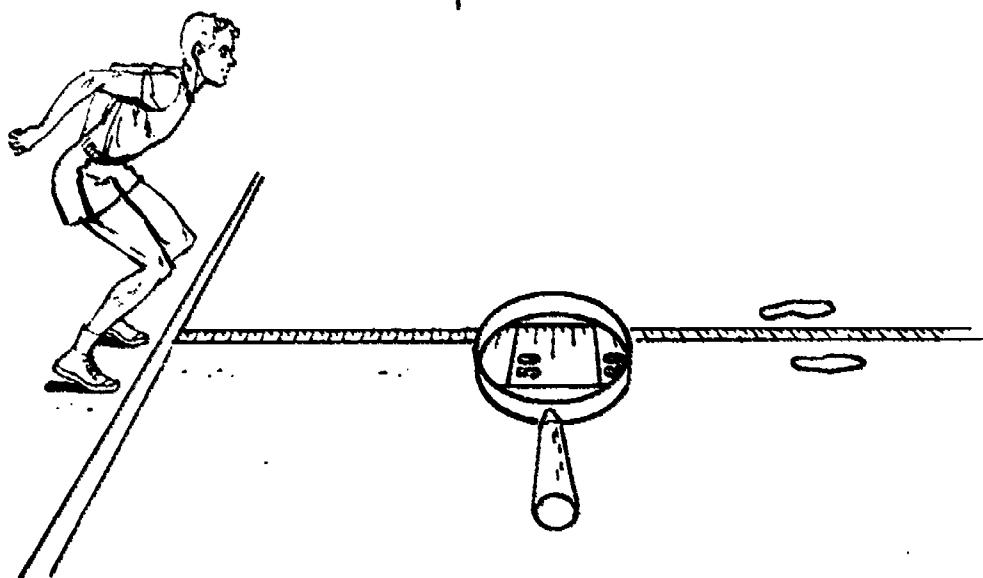


FIGURE 8  
Measuring the standing broad jump.

## EQUIPMENT

Two stopwatches or one with a split-second timer.

## DESCRIPTION

It is preferable to administer this test to two pupils at a time. Have both take positions behind the starting line. The starter will use the commands "Are you ready?" and "Go!" The latter will be accompanied by a downward sweep of the starter's arm to give a visual signal to the timer, who stands at the finish line.

## RULES

The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.

## SCORING

Record in seconds to the nearest tenth of a second.

# 5

## 50-yard dash

BOYS AND GIRLS

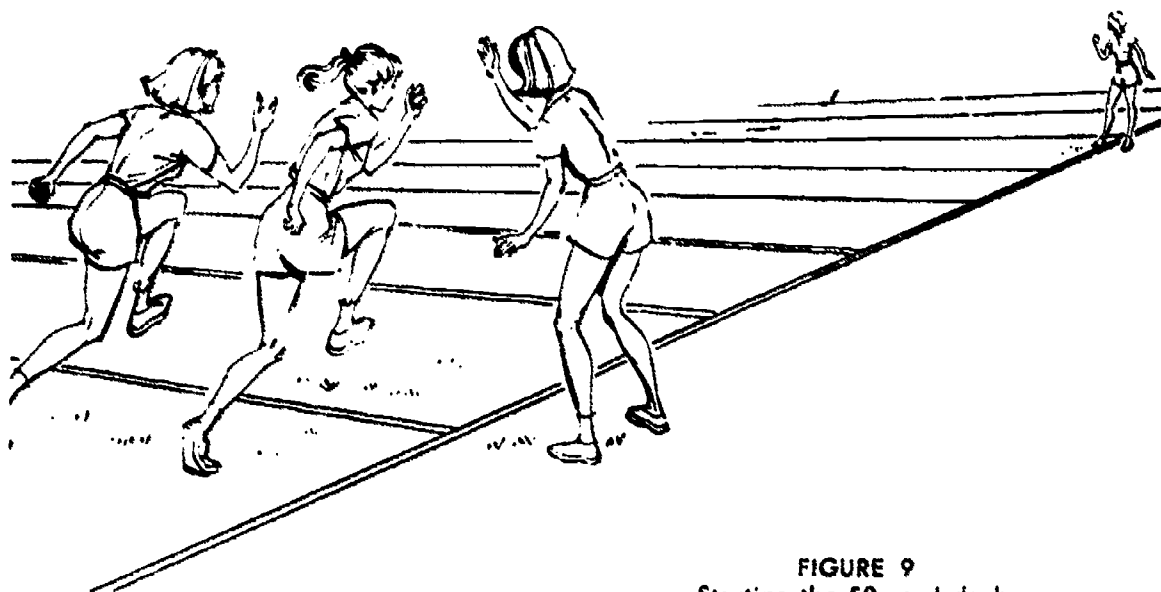


FIGURE 9  
Starting the 50-yard dash.

## EQUIPMENT

Track or area marked according to FIGURES 11-13, and stopwatch.

## DESCRIPTION

Pupil uses a standing start. At the signal "Ready? Go!" the pupil starts running the 600-yard distance. The running may be interspersed with walking. It is possible to have a dozen pupils run at one time by having the pupils pair off before the start of the event. Then each pupil listens for and remembers his partner's time as the latter crosses the finish. The timer merely calls out the times as the pupils cross the finish.

## RULES

Walking is permitted, but the object is to cover the distance in the shortest possible time.

## SCORING

Record in minutes and seconds.

# 6

## 600-yard run-walk BOYS AND GIRLS

### Options:

Ages 10-12, 1-mile or 9-minute run

Ages 13 or older, 1½-mile or 12-minute run

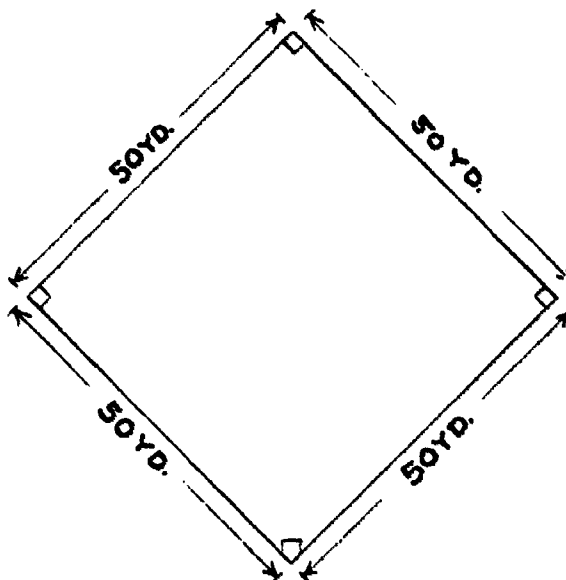


FIGURE 12

Using any open area for 600-yard run-walk.

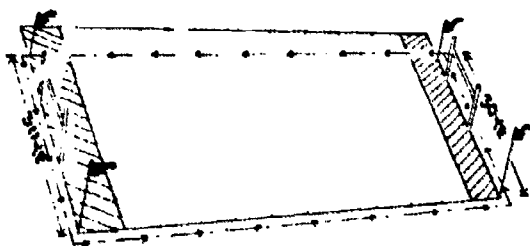


FIGURE 11

Using football field for 600-yard run-walk.

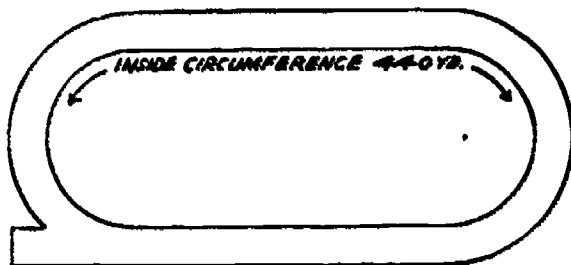


FIGURE 13

Using inside track for 600-yard run-walk.

# RECORDING TEST SCORES

INFORMATION ABOUT SCORING each test item is included with the instructions for administering the test. It is important that the test scores be recorded in some permanent form, in order that they may be put to use. The results are useful in measuring individual progress, in comparing individual performance levels with a nationwide standard, in identifying specific weaknesses which can then be improved, in developing programs of activities which will help raise levels of fitness for the school population.

For convenience in recording test data, three forms have been developed for use by the participant and the teacher or leader administering the AAHPER Youth Fitness Test. These forms include spaces for noting the raw score (that is, the performance record in feet, minutes, number, etc.) and the percentile score (which indicates how the performer compares with others in his own category). The percentile scores are obtained from the tables of norms which appear on pages 26-60. See instructions on next page.

The three types of recording forms are as follows:

*Personal Fitness Record*, reproduced on pages 63-66, is designed for the individual's own recording of his score on the test. The graph permits the student to record the results of more than one test, by using different colors for plotting the percentiles. It may be used at all levels.

*Cumulative Fitness Record*, reproduced on pages 67-70, contains space for recording the individual's score each year from grades 5 through 12. It is made in the form of a file folder, to be kept in the school office as a cumulative record of the student's fitness over the eight-year period. Test items can also be recorded separately, so that a cumulative record of the score on each test item may be kept for the eight-year period. This form may be adapted for use at the college level, if desired.

*Class Composite Record*, reproduced on page 71, is a convenient form for the test administrator to record the scores of the members of the class or group taking the AAHPER Youth Fitness Test. It may be used at all levels.

All forms are available from AAHPER (see pages 72-74).

# COMPARING TEST RESULTS

TEACHERS AND PUPILS are interested in knowing how a particular test score compares with those of other pupils of a similar age or maturation level. Teachers also need to have some idea about the range of abilities at each level for the physical performance tests. The percentile scores developed from the nationwide sampling in 1964-65 will enable pupils and teachers to compare scores with national norms.

Two sets of percentile scores are presented in this *Manual*. One set is based on age alone (TABLES 1-12B); the second is based on the Neilson-Cozens Classification Index (TABLES 15-29). This Index, providing a more definitive classification than that offered by age alone, appears as TABLES 13 and 14.

## Using tables based on age

In developing the tables based on age, anyone who was between 120 months and 131 months was considered a 10-year-old; 132 to 143, an 11-year-old; 144 to 155, a 12-year-old; 156 to 167, a 13-year-old; and so on, up to the age of 18. In other words, age was expressed in the number of birthdays the pupil had had. TABLES 1-6B give the percentile figures for girls and TABLES 7-12B for boys.

For example, a girl who is 10 years old and does 33 sit-ups is at the 55th percentile for this test. This means that her performance is better than 55 percent of the 10-year-old girls and that 45 percent of the 10-year-old girls exceed her performance.

## Using tables based on classification index

To classify a pupil according to the Neilson-Cozens Classification Index, the following information must be secured:

1. Age to the nearest month.
2. Height in inches to the nearest half-inch (without shoes).
3. Weight to the nearest pound (gym clothes or no shoes, coats, or sweaters).

These data are then translated into exponents, by consulting TABLE 13 or 14; the exponents are then totaled to produce the pupil's class. For

example, a boy in the seventh grade who is 146 months old, 60 inches tall, and weighs 98 pounds is classified in Class D, as follows:

DATA	EXPONENT
Age—146 months .....	5
Height—60 inches .....	10
Weight—98 pounds .....	8
Sum of exponents .....	23
Pupil's class .....	D

Percentile scores for boys through the ninth grade are given in TABLES 20-24, and scores for boys in grades 10 through 12 appear in TABLES 25-29. TABLES 15-19 are for girls, with columns A through H for grades 5 through 9 and column HSG for high school girls.

All three recording forms developed by AAHPER provide space for calculating the Classification Index from TABLES 13 and 14 in the *Manual*.



# TABLES

**TABLE 1. FLEXED-ARM HANG FOR GIRLS**  
Percentile Scores Based on Age / Test Scores in Seconds

Percentile	Age										Percentile
	10	11	12	13	14	15	16	17			
100th	66	79	64	80	60	74	74	76	100th		
95th	31	35	30	30	30	33	37	31	95th		
90th	24	25	23	21	22	22	26	25	90th		
85th	21	20	19	18	19	18	19	19	85th		
80th	18	17	15	15	16	16	16	16	80th		
75th	15	16	13	13	13	14	14	14	75th		
70th	13	13	11	12	11	13	12	12	70th		
65th	11	11	10	10	10	11	10	11	65th		
60th	10	10	8	9	9	10	9	10	60th		
55th	9	9	8	8	8	8	8	9	55th		
50th	7	8	6	7	7	8	7	8	50th		
45th	6	6	6	6	6	6	6	7	45th		
40th	6	5	5	5	5	6	5	6	40th		
35th	5	4	4	4	4	4	4	4	35th		
30th	4	4	3	3	3	3	3	4	30th		
25th	3	3	2	2	2	2	2	3	25th		
20th	2	2	1	2	1	1	1	2	20th		
15th	2	1	0	1	1	0	1	0	15th		
10th	1	0	0	0	0	0	0	0	10th		
5th	0	0	0	0	0	0	0	0	5th		
0	0	0	0	0	0	0	0	0	0		

**TABLE 2. SIT-UP FOR GIRLS (FLEXED LEG)**

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percent- tile	Age										Percent- tile
	10	11	12	13	14	15	16	17	18		
99th	50	51	50	53	52	54	52	50	51	99th	
95th	39	42	44	46	47	47	45	45	46	95th	
90th	35	37	40	42	43	43	42	42	42	90th	
85th	33	35	38	40	41	41	40	40	41	85th	
80th	31	33	36	38	39	39	39	39	39	80th	
75th	29	31	35	37	38	38	37	38	38	75th	
70th	28	29	33	35	36	36	36	36	36	70th	
65th	26	28	32	34	35	35	35	35	35	65th	
60th	25	26	31	33	34	34	34	34	34	60th	
55th	24	24	30	32	33	32	32	33	33	55th	
50th	22	23	29	31	32	31	31	32	32	50th	
45th	21	21	28	30	30	30	30	30	31	45th	
40th	19	20	26	29	29	29	29	29	30	40th	
35th	18	19	25	27	28	28	28	28	29	35th	
30th	17	18	23	26	26	26	26	27	27	30th	
25th	15	16	21	24	25	25	25	25	25	25th	
20th	14	15	20	23	23	23	24	24	23	20th	
15th	12	13	18	21	21	21	21	21	21	15th	
10th	10	11	15	19	18	19	18	19	19	10th	
5th	7	7	10	14	13	13	13	13	15	5th	

# TABLE 3. SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	10	11	12	13	14	15	16	17	
100th	8.5	8.8	9.0	8.3	9.0	8.0	8.3	9.0	100th
95th	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	95th
90th	10.5	10.2	10.2	10.2	10.3	10.3	10.2	10.3	90th
85th	10.8	10.6	10.5	10.5	10.4	10.5	10.4	10.4	85th
80th	11.0	10.9	10.8	10.6	10.5	10.7	10.6	10.5	80th
75th	11.0	11.0	10.9	10.8	10.6	10.9	10.8	10.6	75th
70th	11.1	11.0	11.0	11.0	10.8	11.0	10.9	10.8	70th
65th	11.4	11.2	11.2	11.0	10.9	11.0	11.0	11.0	65th
60th	11.5	11.4	11.3	11.1	11.0	11.1	11.0	11.0	60th
55th	11.8	11.6	11.5	11.3	11.1	11.2	11.2	11.1	55th
50th	11.9	11.7	11.6	11.4	11.3	11.3	11.2	11.2	50th
45th	12.0	11.8	11.8	11.6	11.4	11.5	11.4	11.4	45th
40th	12.0	12.0	11.9	11.8	11.5	11.6	11.5	11.5	40th
35th	12.1	12.0	12.0	12.0	11.7	11.8	11.8	11.6	35th
30th	12.4	12.1	12.1	12.0	12.0	11.9	12.0	11.8	30th
25th	12.6	12.4	12.3	12.2	12.0	12.0	12.0	12.0	25th
20th	12.8	12.6	12.5	12.5	12.3	12.3	12.2	12.0	20th
15th	13.0	13.0	12.9	13.0	12.6	12.5	12.5	12.3	15th
10th	13.1	13.4	13.2	13.3	13.1	13.0	13.0	13.0	10th
5th	14.0	14.1	13.9	14.0	13.9	13.5	13.9	13.8	5th
0	16.6	18.5	19.8	18.5	17.6	16.0	17.6	20.0	0

# TABLE 4. STANDING BROAD JUMP FOR GIRLS

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percent- tile	Age										Percent- tile
	10	11	12	13	14	15	16	17			
100th	7' 0"	7' 10"	8' 2"	7' 6"	7' 4"	7' 8"	7' 5"	7' 8"	100th		
95th	5' 8"	6' 2"	6' 3"	6' 3"	6' 4"	6' 6"	6' 7"	6' 8"	95th		
90th	5' 6"	5' 10"	6' 0"	5' 0"	6' 2"	6' 3"	6' 4"	6' 4"	90th		
85th	5' 4"	5' 8"	5' 9"	5' 10"	6' 0"	6' 1"	6' 2"	6' 2"	85th		
80th	5' 2"	5' 6"	5' 8"	5' 8"	5' 10"	6' 0"	6' 0"	6' 0"	80th		
75th	5' 1"	5' 4"	5' 6"	5' 6"	5' 9"	5' 10"	5' 10"	5' 11"	75th		
70th	5' 0"	5' 3"	5' 5"	5' 5"	5' 7"	5' 9"	5' 8"	5' 10"	70th		
65th	5' 0"	5' 2"	5' 4"	5' 4"	5' 6"	5' 7"	5' 7"	5' 9"	65th		
60th	4' 10"	5' 0"	5' 2"	5' 3"	5' 5"	5' 6"	5' 6"	5' 7"	60th		
55th	4' 9"	5' 0"	5' 1"	5' 2"	5' 4"	5' 5"	5' 5"	5' 6"	55th		
50th	4' 7"	4' 10"	5' 0"	5' 0"	5' 3"	5' 4"	5' 4"	5' 5"	50th		
45th	4' 6"	4' 9"	4' 11"	5' 0"	5' 1"	5' 3"	5' 3"	5' 3"	45th		
40th	4' 5"	4' 8"	4' 9"	4' 10"	5' 0"	5' 1"	5' 2"	5' 2"	40th		
35th	4' 4"	4' 7"	4' 8"	4' 9"	5' 0"	5' 0"	5' 0"	5' 0"	35th		
30th	4' 3"	4' 6"	4' 7"	4' 6"	4' 9"	4' 10"	4' 11"	5' 0"	30th		
25th	4' 2"	4' 4"	4' 5"	4' 6"	4' 8"	4' 8"	4' 10"	4' 10"	25th		
20th	4' 0"	4' 3"	4' 4"	4' 4"	4' 6"	4' 7"	4' 8"	4' 9"	20th		
15th	3' 11"	4' 1"	4' 2"	4' 2"	4' 3"	4' 6"	4' 6"	4' 7"	15th		
10th	3' 9"	3' 11"	4' 0"	4' 0"	4' 1"	4' 4"	4' 4"	4' 5"	10th		
5th	3' 6"	3' 9"	3' 8"	3' 9"	3' 10"	4' 0"	4' 0"	4' 2"	5th		
0	2' 8"	2' 11"	2' 11"	2' 11"	3' 0"	2' 11"	3' 2"	3' 0"	0		

**TABLE 5. 50-YARD DASH FOR GIRLS**  
Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percent- tile	Age								Percent- tile
	10	11	12	13	14	15	16	17	
100th	6.0	6.0	5.9	6.0	6.0	6.4	6.0	6.4	100th
95th	7.0	7.0	7.0	7.0	7.0	7.1	7.0	7.1	95th
90th	7.3	7.4	7.3	7.3	7.2	7.3	7.3	7.3	90th
85th	7.5	7.6	7.5	7.5	7.4	7.5	7.5	7.5	85th
80th	7.7	7.7	7.6	7.6	7.5	7.6	7.5	7.6	80th
75th	7.9	7.9	7.8	7.7	7.6	7.7	7.7	7.8	75th
70th	8.0	8.0	7.9	7.8	7.7	7.8	7.5	7.9	70th
65th	8.1	8.0	8.0	7.9	7.8	7.9	8.0	8.0	65th
60th	8.2	8.1	8.0	8.0	7.9	8.0	8.0	8.0	60th
55th	8.4	8.2	8.1	8.0	8.0	8.0	8.1	8.1	55th
50th	8.5	8.4	8.2	8.1	8.0	8.1	8.3	8.2	50th
45th	8.6	8.5	8.3	8.2	8.2	8.2	8.4	8.3	45th
40th	8.8	8.5	8.4	8.4	8.3	8.3	8.5	8.5	40th
35th	8.9	8.6	8.5	8.5	8.5	8.4	8.6	8.6	35th
30th	9.0	8.8	8.7	8.6	8.6	8.6	8.8	8.8	30th
25th	9.0	9.0	8.9	8.8	8.9	8.8	9.0	9.0	25th
20th	9.2	9.0	9.0	9.0	9.0	9.0	9.0	9.0	20th
15th	9.4	9.2	9.2	9.2	9.2	9.0	9.2	9.1	15th
10th	9.6	9.6	9.5	9.5	9.5	9.5	9.9	9.5	10th
5th	10.0	10.0	10.0	10.2	10.4	10.0	10.5	10.4	5th
0	14.0	13.0	13.0	15.7	16.0	18.0	17.0	12.0	0

# TABLE 6. 600-YARD RUN-WALK FOR GIRLS

(Options: Ages 10-12, 1-mile or 9-minute run. Age 13 and older, 1½-mile or 12-minute run).

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age							Percentile
	10	11	12	13	14	15	16	
100th	1'42"	1'40"	1'39"	1'40"	1'45"	1'40"	1'50"	100th
95th	2' 5"	2'13"	2'14"	2'12"	2' 9"	2' 9"	2'10"	95th
90th	2'15"	2'19"	2'20"	2'19"	2'18"	2'18"	2'17"	90th
85th	2'20"	2'24"	2'24"	2'25"	2'22"	2'23"	2'23"	85th
80th	2'26"	2'28"	2'27"	2'29"	2'25"	2'26"	2'26"	80th
75th	2'30"	2'32"	2'31"	2'33"	2'30"	2'28"	2'21"	75th
70th	2'34"	2'36"	2'35"	2'37"	2'34"	2'34"	2'36"	70th
65th	2'37"	2'39"	2'39"	2'40"	2'37"	2'36"	2'39"	65th
60th	2'41"	2'43"	2'42"	2'44"	2'41"	2'40"	2'42"	60th
55th	2'45"	2'47"	2'45"	2'47"	2'44"	2'43"	2'45"	55th
50th	2'48"	2'49"	2'49"	2'52"	2'46"	2'46"	2'49"	50th
45th	2'50"	2'53"	2'55"	2'56"	2'51"	2'49"	2'53"	45th
40th	2'55"	2'59"	2'58"	3' 0"	2'55"	2'52"	2'56"	40th
35th	2'59"	3' 4"	3' 3"	3' 3"	3' 0"	2'56"	2'59"	35th
30th	3' 3"	3'10"	3' 7"	3' 5"	3' 6"	3' 0"	3' 1"	30th
25th	3' 8"	3'15"	3'11"	3'15"	3'12"	3' 5"	3' 7"	25th
20th	3'13"	3'22"	3'18"	3'20"	3'19"	3'10"	3'12"	20th
15th	3'18"	3'30"	3'24"	3'30"	3'30"	3'18"	3'19"	15th
10th	3'27"	3'41"	3'40"	3'49"	3'48"	3'28"	3'30"	10th
5th	3'45"	3'59"	4' 0"	4'11"	4' 8"	3'56"	3'45"	5th
0	4'47"	4'53"	5'10"	5'10"	5'50"	5'10"	5'52"	0

**TABLE 6A. 9-MINUTE/1-MILE RUN FOR GIRLS**  
**Percentile Scores Based on Age / Test Scores in Yards/Time**

9-Minute Run Girls				1-Mile Run Girls			
Percent- tile	Age			Percent- tile	Age		
	10	11	12		10	11	12
	Yards				Time		
100th	2157	2180	2203	6:13	5:42	5:08	100th
95th	1969	1992	2015	7:28	6:57	6:23	95th
90th	1867	1890	1913	8:09	7:38	7:04	90th
85th	1801	1824	1847	8:33	8:02	7:28	85th
80th	1746	1769	1792	8:57	8:26	7:52	80th
75th	1702	1725	1748	9:16	8:45	8:11	75th
70th	1658	1681	1704	9:31	9:00	8:26	70th
65th	1622	1645	1668	9:51	9:20	8:46	65th
60th	1583	1606	1629	10:02	9:31	8:57	60th
55th	1550	1573	1596	10:15	9:44	9:10	55th
50th	1514	1537	1560	10:29	9:58	9:24	50th
45th	1478	1501	1524	10:43	10:12	9:38	45th
40th	1445	1468	1491	10:56	10:25	9:51	40th
35th	1406	1429	1452	11:07	10:36	10:12	35th
30th	1370	1393	1416	11:27	10:56	10:22	30th
25th	1326	1349	1372	11:42	11:11	10:37	25th
20th	1282	1305	1328	12:01	11:30	10:56	20th
15th	1227	1250	1273	12:25	11:54	11:30	15th
10th	1161	1184	1207	12:49	12:18	11:44	10th
5th	1059	1082	1105	13:30	12:59	12:24	5th
0	871	894	917	14:45	14:14	13:40	0

**TABLE 6B. 12-MINUTE / 1½-MILE RUN FOR GIRLS, AGE 13 AND OLDER**

Percentile Scores Based on Age / Test Scores in Yards/Time

Percentile	12-Minute Run		1.5 Mile Run		Percentile
	tile	Yards	Time	tile	
100th		2693	10:20		100th
95th		2448	12:17		95th
90th		2318	13:19		90th
85th		2232	14:00		85th
80th		2161	14:34		80th
75th		2100	15:03		75th
70th		2050	15:26		70th
65th		2000	15:50		65th
60th		1950	16:14		60th
55th		1908	16:34		55th
50th		1861	16:57		50th
45th		1815	17:19		45th
40th		1772	17:39		40th
35th		1722	18:03		35th
30th		1672	18:27		30th
25th		1622	18:50		25th
20th		1561	19:19		20th
15th		1490	19:53		15th
10th		1404	20:34		10th
5th		1274	21:36		5th
0		1030	23:33		0



# TABLE 7. PULL-UP FOR BOYS

Percentile Scores Based on Age / Test Scores in Number of Pull-Ups

Percentile	Age										Percentile
	10	11	12	13	14	15	16	17			
100th	16	20	15	24	20	25	25	32	100th		
95th	8	8	9	10	12	13	14	16	95th		
90th	7	7	7	9	10	11	13	14	90th		
85th	6	6	6	8	10	10	12	12	85th		
80th	5	5	5	7	8	10	11	12	80th		
75th	4	4	5	6	8	9	10	10	75th		
70th	4	4	4	5	7	8	10	10	70th		
65th	3	3	3	5	6	7	9	10	65th		
60th	3	3	3	4	6	7	9	9	60th		
55th	3	2	3	4	5	6	8	8	55th		
50th	2	2	2	3	5	6	7	8	50th		
45th	2	2	2	3	4	5	6	7	45th		
40th	1	1	1	2	4	5	6	7	40th		
35th	1	1	1	2	3	4	5	6	35th		
30th	1	1	1	1	3	4	5	5	30th		
25th	0	0	0	1	2	3	4	5	25th		
20th	0	0	0	0	2	3	4	4	20th		
15th	0	0	0	0	1	2	3	4	15th		
10th	0	0	0	0	0	1	2	2	10th		
5th	0	0	0	0	0	0	0	1	5th		
0	0	0	0	0	0	0	0	0	0		

**TABLE 8. SIT-UP FOR BOYS (FLEXED LEG)**

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age										Percentile
	10	11	12	13	14	15	16	17	18		
99th										99th	
95th	44	49	55	58						95th	
90th	39	44	50	54						90th	
85th	36	41	49	51	55	59	61	63	61	85th	
80th	33	38	46	49	53	56	59	60	59	80th	
75th	32	36	45	48	51	54	57	58	57	75th	
70th	30	35	43	47	50	52	55	55	55	70th	
65th	28	33	41	45	49	51	53	54	54	65th	
60th	27	31	40	44	48	50	51	52	52	60th	
55th	25	29	39	43	46	49	50	51	50	55th	
50th	24	28	37	42	45	47	49	49	49	50th	
45th	23	26	36	41	44	46	48	48	48	45th	
40th	22	24	34	40	43	45	46	47	46	40th	
35th	20	23	32	38	41	44	45	45	45	35th	
30th	19	22	31	37	40	42	44	44	44	30th	
25th	18	20	29	35	39	41	42	42	42	25th	
20th	16	19	27	33	37	39	40	40	40	20th	
15th	14	16	24	31	34	38	39	39	38	15th	
10th	11	14	21	29	31	35	35	36	35	10th	
5th	5	4	14	23	27	31	32	32	30	5th	

**TABLE 9. SHUTTLE RUN FOR BOYS**  
**Percentile Scores Based on Age / Test Scores in Seconds and Tenths**

Percent- tile	Age										Percent- tile
	10	11	12	13	14	15	16	17			
100th	9.0	9.0	8.5	8.0	8.3	8.0	8.1	8.0	100th		
95th	10.0	10.0	9.8	9.5	9.3	9.1	9.0	8.9	95th		
90th	10.2	10.1	10.0	9.8	9.5	9.3	9.1	9.0	90th		
85th	10.4	10.3	10.0	9.9	9.6	9.4	9.2	9.1	85th		
80th	10.5	10.4	10.2	10.0	9.8	9.5	9.3	9.2	80th		
75th	10.7	10.5	10.3	10.1	9.9	9.6	9.5	9.3	75th		
70th	10.8	10.7	10.5	10.2	9.9	9.7	9.5	9.4	70th		
65th	10.9	10.8	10.6	10.3	10.0	9.8	9.6	9.5	65th		
60th	11.0	10.9	10.7	10.4	10.0	9.8	9.7	9.6	60th		
55th	11.0	11.0	10.9	10.5	10.2	9.9	9.8	9.7	55th		
50th	11.2	11.1	11.0	10.6	10.2	10.0	9.9	9.8	50th		
45th	11.4	11.2	11.0	10.8	10.3	10.0	10.0	9.9	45th		
40th	11.5	11.3	11.1	10.9	10.5	10.1	10.0	10.0	40th		
35th	11.6	11.4	11.3	11.0	10.5	10.2	10.1	10.0	35th		
30th	11.8	11.6	11.5	11.1	10.7	10.3	10.2	10.1	30th		
25th	12.0	11.8	11.6	11.3	10.9	10.5	10.4	10.4	25th		
20th	12.0	12.0	11.9	11.5	11.0	10.6	10.5	10.6	20th		
15th	12.2	12.1	12.0	11.8	11.2	10.9	10.8	10.9	15th		
10th	12.6	12.4	12.4	12.0	11.5	11.1	11.1	11.2	10th		
5th	13.1	13.0	13.0	12.5	12.0	11.7	11.5	11.7	5th		
0	15.0	20.0	22.0	16.0	16.0	16.6	16.7	14.0	0		

**TABLE 10. STANDING BROAD JUMP FOR BOYS**

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age										Percentile
	10	11	12	13	14	15	16	17			
100th	6' 8"	10' 0"	7' 10"	8' 9"	8' 11"	9' 2"	9' 1"	9' 8"	100th		
95th	6' 1"	6' 3"	6' 6"	7' 2"	7' 9"	8' 0"	8' 5"	8' 6"	95th		
90th	5' 10"	6' 0"	6' 4"	6' 11"	7' 5"	7' 9"	8' 1"	8' 3"	90th		
85th	5' 8"	5' 10"	6' 2"	6' 9"	7' 3"	7' 6"	7' 11"	8' 1"	85th		
80th	5' 7"	5' 9"	6' 1"	6' 7"	7' 0"	7' 6"	7' 9"	8' 0"	80th		
75th	5' 6"	5' 7"	6' 0"	6' 5"	6' 11"	7' 4"	7' 7"	7' 10"	75th		
70th	5' 5"	5' 6"	5' 11"	6' 3"	6' 9"	7' 2"	7' 6"	7' 8"	70th		
65th	5' 4"	5' 6"	5' 9"	5' 11"	6' 8"	7' 1"	7' 5"	7' 7"	65th		
60th	5' 3"	5' 4"	5' 8"	6' 0"	6' 7"	7' 0"	7' 4"	7' 6"	60th		
55th	5' 1"	5' 3"	5' 7"	5' 11"	6' 6"	6' 11"	7' 3"	7' 5"	55th		
50th	5' 0"	5' 2"	5' 6"	5' 10"	6' 4"	6' 9"	7' 1"	7' 3"	50th		
45th	5' 0"	5' 1"	5' 5"	5' 9"	6' 3"	6' 8"	7' 0"	7' 2"	45th		
40th	4' 10"	5' 0"	5' 4"	5' 7"	6' 1"	6' 6"	6' 11"	7' 0"	40th		
35th	4' 10"	4' 11"	5' 2"	5' 6"	6' 0"	6' 6"	6' 9"	6' 11"	35th		
30th	4' 8"	4' 10"	5' 1"	5' 5"	5' 10"	6' 4"	6' 7"	6' 10"	30th		
25th	4' 6"	4' 8"	5' 0"	5' 3"	5' 8"	6' 3"	6' 6"	6' 8"	25th		
20th	4' 5"	4' 7"	4' 10"	5' 2"	5' 6"	6' 1"	6' 4"	6' 6"	20th		
15th	4' 4"	4' 5"	4' 8"	5' 0"	5' 4"	5' 10"	6' 1"	6' 4"	15th		
10th	4' 3"	4' 2"	4' 5"	4' 9"	5' 2"	5' 7"	5' 11"	6' 0"	10th		
5th	4' 0"	4' 0"	4' 2"	4' 5"	4' 11"	5' 4"	5' 6"	5' 8"	5th		
0	3' 10"	1' 8"	3' 0"	2' 9"	3' 8"	2' 10"	2' 2"	3' 7"	0		

# TABLE 11. 50-YARD DASH FOR BOYS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percent- tile	Age										Percent- tile
	10	11	12	13	14	15	16	17			
100th	6.0	6.0	6.0	5.8	5.8	5.6	5.6	5.6	5.6	100th	
95th	7.0	7.0	6.8	6.5	6.3	6.1	6.0	6.0	6.0	95th	
90th	7.1	7.2	7.0	6.7	6.4	6.2	6.1	6.0	6.0	90th	
85th	7.4	7.4	7.0	6.9	6.6	6.4	6.2	6.1	6.1	85th	
80th	7.5	7.5	7.2	7.0	6.7	6.5	6.3	6.2	6.2	80th	
75th	7.6	7.6	7.3	7.0	6.8	6.5	6.3	6.3	6.3	75th	
70th	7.8	7.7	7.5	7.1	6.9	6.6	6.4	6.3	6.3	70th	
65th	8.0	7.8	7.5	7.2	7.0	6.7	6.5	6.4	6.4	65th	
60th	8.0	7.8	7.6	7.3	7.0	6.7	6.5	6.5	6.5	60th	
55th	8.1	8.0	7.8	7.4	7.0	6.8	6.6	6.5	6.5	55th	
50th	8.2	8.0	7.8	7.5	7.1	6.9	6.7	6.6	6.6	50th	
45th	8.3	8.0	7.9	7.5	7.2	7.0	6.7	6.7	6.7	45th	
40th	8.5	8.1	8.0	7.6	7.2	7.0	6.8	6.7	6.7	40th	
35th	8.5	8.3	8.0	7.7	7.3	7.1	6.9	6.8	6.8	35th	
30th	8.7	8.4	8.2	7.9	7.5	7.1	6.9	6.9	6.9	30th	
25th	8.8	8.5	8.3	8.0	7.6	7.2	7.0	7.0	7.0	25th	
20th	9.0	8.7	8.4	8.0	7.8	7.3	7.1	7.0	7.0	20th	
15th	9.1	9.0	8.6	8.2	8.0	7.5	7.2	7.1	7.1	15th	
10th	9.5	9.1	8.9	8.4	8.1	7.7	7.5	7.3	7.3	10th	
5th	10.0	9.5	9.2	8.9	8.6	8.1	7.8	7.7	7.7	5th	
0	12.0	11.9	12.0	11.1	11.6	12.0	8.6	10.6	10.6	0	

# TABLE 12. 600-YARD RUN-WALK FOR BOYS

(Options: Ages 10-12, 1 mile or 9-minute run. Age 13 and older, 1½-mile or 12-minute run).

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age										Percentile
	10	11	12	13	14	15	16	17			
100th	1'30"	1'27"	1'31"	1'29"	1'25"	1'26"	1'24"	1'23"	100th		
95th	1'58"	1'55"	1'52"	1'46"	1'37"	1'34"	1'32"	1'31"	95th		
90th	2' 5"	2' 3"	2' 0"	1'50"	1'42"	1'38"	1'35"	1'34"	90th		
85th	2'12"	2' 8"	2' 2"	1'53"	1'46"	1'40"	1'37"	1'36"	85th		
80th	2'15"	2'11"	2' 5"	1'55"	1'43"	1'42"	1'39"	1'38"	80th		
75th	2'18"	2'14"	2' 9"	1'58"	1'51"	1'44"	1'40"	1'40"	75th		
70th	2'20"	2'16"	2'11"	2' 1"	1'53"	1'46"	1'43"	1'42"	70th		
65th	2'23"	2'19"	2'13"	2' 3"	1'55"	1'47"	1'45"	1'44"	65th		
60th	2'26"	2'21"	2'15"	2' 5"	1'57"	1'49"	1'47"	1'45"	60th		
55th	2'30"	2'24"	2'18"	2' 7"	1'59"	1'51"	1'49"	1'48"	55th		
50th	2'33"	2'27"	2'21"	2'10"	2' 1"	1'54"	1'51"	1'50"	50th		
45th	2'36"	2'30"	2'24"	2'12"	2' 3"	1'55"	1'53"	1'52"	45th		
40th	2'40"	2'33"	2'26"	2'15"	2' 5"	1'58"	1'56"	1'54"	40th		
35th	2'43"	2'36"	2'30"	2'17"	2' 9"	2' 0"	1'58"	1'57"	35th		
30th	2'45"	2'39"	2'34"	2'22"	2'11"	2' 3"	2' 1"	2' 0"	30th		
25th	2'49"	2'42"	2'39"	2'25"	2'14"	2' 7"	2' 5"	2' 4"	25th		
20th	2'55"	2'48"	2'47"	2'30"	2'19"	2'13"	2' 9"	2' 9"	20th		
15th	3' 1"	2'55"	2'57"	2'35"	2'25"	2'20"	2'14"	2'16"	15th		
10th	3' 8"	3' 9"	3' 8"	2'45"	2'33"	2'32"	2'22"	2'26"	10th		
5th	3'23"	3'30"	3'32"	3' 3"	2'47"	2'50"	2'37"	2'40"	5th		
0	4'58"	5' 6"	4'55"	5'14"	5'10"	4'10"	4' 9"	4'45"	0		

**TABLE 12A. 9-MINUTE/1-MILE RUN FOR BOYS**  
**Percentile Scores Based on Age / Test Scores in Yards/Time**

9 Minute Run Boys				1-Mile Run Boys				Percentile
Percentile	Age			Age				
	Yards			Time				
	10	11	12	10	11	12		
100th	2532	2535	2578	5:07	4:44	4:21	100th	
95th	2294	2356	2418	5:55	5:32	5:09	95th	
90th	2166	2228	2290	6:38	6:15	5:52	90th	
85th	2081	2143	2205	7:06	6:43	6:20	85th	
80th	2011	2073	2135	7:29	7:03	6:40	80th	
75th	1952	2014	2076	7:49	7:26	7:03	75th	
70th	1902	1964	2026	8:05	7:42	7:19	70th	
65th	1853	1915	1977	8:22	7:59	7:36	65th	
60th	1804	1866	1928	8:38	8:15	7:52	60th	
55th	1762	1824	1886	8:52	8:29	8:06	55th	
50th	1717	1779	1841	9:07	8:44	8:21	50th	
45th	1672	1734	1796	9:22	8:59	8:36	45th	
40th	1630	1692	1754	9:32	9:13	8:50	40th	
35th	1581	1643	1705	9:52	9:29	9:06	35th	
30th	1532	1594	1656	10:09	9:46	9:23	30th	
25th	1482	1544	1606	10:25	10:02	9:39	25th	
20th	1423	1485	1547	10:35	10:22	9:59	20th	
15th	1353	1415	1477	11:08	10:45	10:22	15th	
10th	1268	1330	1392	11:36	11:12	10:50	10th	
5th	1140	1202	1264	12:19	11:56	11:33	5th	
0	901	924	927	14:07	13:44	13:21	0	

**TABLE 12B. 12-MINUTE /1½-MILE RUN FOR BOYS, AGE 13 AND OLDER**  
**Percentile Scores Based on Age / Test Scores in Yards/Time**

Percentile	12-Minute Run		1.5 Mile Run		Percentile
	Yards	Time	Time	Time	
100th	3590		7:26		100th
95th	3297		8:37		95th
90th	3140		9:15		90th
85th	3037		9:40		85th
80th	2952		10:01		80th
75th	2879		10:19		75th
70th	2819		10:34		70th
65th	2759		10:48		65th
60th	2699		11:02		60th
55th	2648		11:15		55th
50th	2592		11:29		50th
45th	2536		11:42		45th
40th	2485		11:55		40th
35th	2425		12:10		35th
30th	2365		12:24		30th
25th	2305		12:39		25th
20th	2232		12:56		20th
15th	2147		13:17		15th
10th	2044		13:42		10th
5th	1888		14:20		5th
0	1594		15:32		0



**TABLE 13. CLASSIFICATION INDEX FOR BOYS AND GIRLS**  
**Grades 5, 6, 7, 8, 9**

Exponent	Age (Months)	Height (Inches)	Weight (Pounds)	Sum of Exponents	Class
1	120-125	50-51	60-65	0-9	A
2	126-131	52-53	66-70	10-14	B
3	132-137		71-75	15-19	C
4	138-143	54-55	76-80	20-24	D
5	144-149		81-85	25-29	E
6	150-155	56-57	86-90	30-34	F
7	156-161		91-95	35-38	G
8	162-167	58-59	96-100	39-above	H
9	168-173		101-105		
10	174-179	60-61	106-110		
11	180-185		111-115		
12	186-191	62-63	116-120		
13	192-197		121-125		
14	198-203	64-65	126-130		
15	204-209	66-67	131-133		
16	210-215	68	134-136		
17	216-	69	137		

**TABLE 14. CLASSIFICATION INDEX FOR BOYS \***  
**Grades 10, 11, 12**

Exponent	Age Months	Height (Inches)	Weight (Pounds)	Sum of Exponents	Class
9			53-59	88 and over	A
10			60-65	83-87	B
11			66-71	82 and below	C
12			72-78		
13			79-84		
14			85-90		
15			91-96		
16			97-103		
17			104-109		
18			110-115		
19			116-121		
20			122-128		
21			129-134		
22		0-47	135-140		
23		47.5-49	141-146		
24		49.5-51.5	147-153		
25		52-53.5	154-159		
26		54-55.5	160-165		
27	159-164	56-57.5	166-171		
28	165-170	58-59.5	172-178		
29	171-176	60-62	179-184		
30	177-182	62.5-64	185-190		
31	183-188	64.5-66	191-		
32	189-194	66.5-68			
33	195-200	68.5-70.5			
34	201-206	71-72.5			
35	207-212	73-74.5			
36	213-218	75-			
37	219-224				
38	225-230				

\* For girls in grades 10, 11, and 12, see Tables 17-23, column HSG.

# TABLE 15. FLEXED-ARM HANG FOR GIRLS

Percentile Scores Based on Classification Index / Test Scores in Seconds

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	HSG		
100th	72	70	80	64	61	61	64	40	76	100th	
95th	39	35	35	28	31	30	17	17	34	95th	
90th	29	27	27	22	23	21	13	14	25	90th	
85th	24	22	23	18	20	18	11	11	20	85th	
80th	21	19	20	15	17	14	11	9	17	80th	
75th	18	17	18	13	14	13	9	7	14	75th	
70th	16	15	16	11	12	11	8	6	13	70th	
65th	14	13	14	10	11	10	7	5	11	65th	
60th	12	11	12	9	9	9	6	4	10	60th	
55th	11	10	10	8	8	8	5	2	8	55th	
50th	10	8	9	7	7	7	4	2	8	50th	
45th	9	7	8	6	6	6	3	2	6	45th	
40th	8	6	7	6	5	5	2	1	6	40th	
35th	7	6	6	5	4	4	2	1	4	35th	
30th	6	5	5	4	3	3	1	1	4	30th	
25th	5	4	4	3	3	2	0	0	2	25th	
20th	4	4	3	2	2	1	0	0	2	20th	
15th	3	2	2	1	1	0	0	0	1	15th	
10th	2	2	1	0	0	0	0	0	0	10th	
5th	1	0	0	0	0	0	0	0	0	5th	
0	0	0	0	0	0	0	0	0	0	0	

# TABLE 16. SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Classification Index - Test Scores in Seconds and Tenths

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	HSG		
100th	8.5	8.8	9.0	8.9	9.0	9.0	8.3	9.3	9.0	100th	
95th	9.5	10.0	10.0	9.9	10.0	10.0	10.1	10.1	10.0	95th	
90th	10.2	10.5	10.2	10.2	10.2	10.2	10.3	10.5	10.2	90th	
85th	10.7	10.8	10.5	10.5	10.5	10.5	10.5	10.6	10.4	85th	
80th	11.0	11.0	10.8	10.8	10.6	10.5	10.6	10.8	10.6	80th	
75th	11.0	11.0	11.0	11.0	10.8	10.7	10.8	10.9	10.8	75th	
70th	11.1	11.2	11.0	11.0	11.0	10.9	11.0	11.0	10.9	70th	
65th	11.3	11.4	11.2	11.1	11.0	11.0	11.0	11.1	11.0	65th	
60th	11.5	11.6	11.4	11.3	11.1	11.0	11.2	11.3	11.0	60th	
55th	11.6	11.7	11.5	11.4	11.3	11.2	11.3	11.5	11.1	55th	
50th	11.8	11.8	11.5	11.6	11.5	11.4	11.5	11.6	11.3	50th	
45th	12.0	11.9	11.7	11.8	11.7	11.5	11.7	11.8	11.4	45th	
40th	12.0	12.0	11.9	12.0	12.0	11.7	11.8	12.0	11.5	40th	
35th	12.2	12.0	12.0	12.0	12.0	11.9	12.0	12.2	11.7	35th	
30th	12.5	12.2	12.0	12.1	12.1	12.0	12.0	12.4	11.8	30th	
25th	12.6	12.4	12.2	12.3	12.3	12.2	12.3	12.5	12.0	25th	
20th	12.8	12.5	12.5	12.6	12.5	12.5	12.5	13.0	12.1	20th	
15th	13.0	12.9	12.7	12.9	12.9	13.0	12.9	13.0	12.5	15th	
10th	13.5	13.1	13.0	13.3	13.2	13.5	13.3	13.5	13.0	10th	
5th	14.4	14.0	13.8	14.0	14.0	14.0	14.0	14.0	13.6	5th	
0	16.2	19.8	17.0	16.0	17.6	18.5	17.0	17.3	20.0	0	

# TABLE 17. STANDING BROAD JUMP FOR GIRLS

Percentile Scores Based on Classification Index / Test Scores in Feet and Inches

Percentile	Classification Index										Percentile
	A	B	C	D	E	F	G	H	HSG		
100th	7' 0"	7' 10"	7' 10"	7' 0"	7' 10"	8' 2"	7' 4"	7' 4"	7' 8"	100th	
95th	5' 8"	6' 0"	6' 2"	6' 1"	6' 4"	6' 3"	6' 3"	6' 5"	6' 7"	95th	
90th	5' 5"	5' 8"	5' 11"	5' 11"	6' 0"	6' 1"	6' 0"	6' 2"	6' 4"	90th	
85th	5' 3"	5' 6"	5' 8"	5' 8"	5' 10"	5' 11"	5' 9"	5' 11"	6' 1"	85th	
80th	5' 2"	5' 4"	5' 7"	5' 7"	5' 8"	5' 9"	5' 7"	5' 8"	6' 0"	80th	
75th	5' 1"	5' 3"	5' 5"	5' 5"	5' 7"	5' 7"	5' 6"	5' 7"	5' 10"	75th	
70th	5' 0"	5' 2"	5' 4"	5' 4"	5' 6"	5' 6"	5' 5"	5' 6"	5' 9"	70th	
65th	4' 11"	5' 1"	5' 2"	5' 3"	5' 4"	5' 4"	5' 4"	5' 4"	5' 8"	65th	
60th	4' 9"	5' 0"	5' 1"	5' 2"	5' 2"	5' 3"	5' 3"	5' 3"	5' 7"	60th	
55th	4' 8"	4' 11"	5' 0"	5' 1"	5' 1"	5' 2"	5' 2"	5' 1"	5' 6"	55th	
50th	4' 7"	4' 10"	4' 11"	5' 0"	5' 0"	5' 1"	5' 0"	5' 0"	5' 4"	50th	
45th	4' 6"	4' 8"	4' 10"	4' 11"	4' 11"	5' 0"	5' 0"	4' 9"	5' 3"	45th	
40th	4' 5"	4' 7"	4' 9"	4' 9"	4' 10"	4' 11"	4' 10"	4' 9"	5' 2"	40th	
35th	4' 4"	4' 6"	4' 8"	4' 8"	4' 8"	4' 9"	4' 9"	4' 8"	5' 0"	35th	
30th	4' 4"	4' 5"	4' 6"	4' 7"	4' 7"	4' 7"	4' 7"	4' 6"	4' 11"	30th	
25th	4' 2"	4' 4"	4' 5"	4' 5"	4' 6"	4' 6"	4' 6"	4' 5"	4' 10"	25th	
20th	4' 0"	4' 2"	4' 3"	4' 4"	4' 4"	4' 4"	4' 5"	4' 4"	4' 8"	20th	
15th	3' 10"	4' 0"	4' 2"	4' 2"	4' 2"	4' 2"	4' 2"	4' 2"	4' 6"	15th	
10th	3' 9"	3' 11"	4' 0"	4' 0"	4' 0"	4' 0"	4' 0"	4' 0"	4' 4"	10th	
5th	3' 6"	3' 7"	3' 7"	3' 11"	3' 8"	3' 9"	3' 9"	3' 7"	4' 0"	5th	
0	3' 1"	2' 8"	3' 0"	2' 11"	2' 11"	2' 11"	3' 1"	2' 11"	3' 0"	0	

# TABLE 18. 50-YARD DASH FOR GIRLS

Percentile Scores Based on Classification Index / Test Scores in Seconds and Tenths

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	HSG		
100th	6.5	6.0	6.0	6.0	6.0	5.9	6.0	6.0	6.0	100th	
95th	7.0	7.0	7.0	7.2	7.0	7.0	7.3	7.2	7.0	95th	
90th	7.4	7.5	7.3	7.4	7.2	7.2	7.5	7.4	7.2	90th	
85th	7.6	7.6	7.5	7.5	7.5	7.4	7.6	7.5	7.4	85th	
80th	7.8	7.8	7.7	7.7	7.6	7.5	7.8	7.6	7.6	80th	
75th	8.0	7.9	7.8	7.9	7.7	7.6	7.8	7.8	7.7	75th	
70th	8.0	8.0	7.9	7.9	7.8	7.8	7.9	7.9	7.8	70th	
65th	8.2	8.0	8.0	8.0	7.9	7.9	8.0	8.0	7.9	65th	
60th	8.3	8.2	8.0	8.0	8.0	7.9	8.0	8.1	8.0	60th	
55th	8.5	8.3	8.2	8.1	8.1	8.0	8.1	8.2	8.0	55th	
50th	8.5	8.4	8.3	8.2	8.2	8.1	8.3	8.2	8.1	50th	
45th	8.7	8.5	8.4	8.3	8.3	8.3	8.4	8.4	8.3	45th	
40th	8.8	8.6	8.5	8.4	8.4	8.4	8.4	8.5	8.4	40th	
35th	9.0	8.8	8.6	8.5	8.5	8.5	8.6	8.6	8.5	35th	
30th	9.0	8.9	8.8	8.7	8.6	8.7	8.8	8.8	8.7	30th	
25th	9.0	9.0	9.0	8.9	8.8	8.9	9.0	9.0	8.9	25th	
20th	9.2	9.1	9.1	9.0	9.0	9.0	9.1	9.2	9.0	20th	
15th	9.6	9.2	9.2	9.1	9.2	9.4	9.3	9.4	9.1	15th	
10th	10.0	9.5	9.5	9.5	9.5	9.7	9.7	9.6	9.5	10th	
5th	10.0	10.0	9.8	10.0	10.0	10.5	10.4	10.0	10.3	5th	
0	11.5	11.6	11.3	12.0	14.0	15.7	13.0	11.0	18.0	0	

# TABLE 19. 600-YARD RUN-WALK FOR GIRLS

Percentile Scores Based on Classification Index / Test Scores in Minutes and Seconds

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	HSG		
100th	1'46"	1'42"	1'46"	1'39"	1'40"	1'50"	1'55"	2' 4"	1'45"	100th	
95th	2' 4"	2'10"	2'11"	2'10"	2'11"	2'13"	2'13"	2'19"	2'10"	95th	
90th	2'15"	2'16"	2'17"	2'17"	2'19"	2'18"	2'22"	2'25"	2'18"	90th	
85th	2'22"	2'22"	2'22"	2'23"	2'24"	2'25"	2'25"	2'30"	2'24"	85th	
80th	2'25"	2'26"	2'26"	2'26"	2'27"	2'29"	2'30"	2'33"	2'27"	80th	
75th	2'30"	2'30"	2'29"	2'30"	2'32"	2'33"	2'35"	2'38"	2'32"	75th	
70th	2'34"	2'33"	2'32"	2'33"	2'36"	2'37"	2'40"	2'41"	2'35"	70th	
65th	2'36"	2'36"	2'36"	2'37"	2'40"	2'40"	2'44"	2'46"	2'38"	65th	
60th	2'41"	2'39"	2'39"	2'40"	2'43"	2'43"	2'47"	2'50"	2'42"	60th	
55th	2'45"	2'43"	2'43"	2'45"	2'46"	2'47"	2'50"	2'55"	2'45"	55th	
50th	2'47"	2'47"	2'45"	2'48"	2'50"	2'50"	2'54"	2'59"	2'48"	50th	
45th	2'51"	2'49"	2'49"	2'51"	2'55"	2'55"	2'59"	3' 4"	2'52"	45th	
40th	2'56"	2'51"	2'53"	2'55"	3' 0"	2'59"	3' 3"	3'10"	2'55"	40th	
35th	3' 0"	2'55"	2'59"	3' 0"	3' 2"	3' 2"	3' 6"	3'13"	3' 0"	35th	
30th	3' 5"	3' 1"	3' 3"	3' 7"	3' 6"	3' 9"	3'12"	3'16"	3' 3"	30th	
25th	3' 9"	3' 7"	3'11"	3'11"	3'12"	3'13"	3'17"	3'21"	3' 9"	25th	
20th	3'13"	3'13"	3'18"	3'15"	3'17"	3'18"	3'25"	3'29"	3'15"	20th	
15th	3'18"	3'20"	3'25"	3'24"	3'25"	3'26"	3'43"	3'39"	3'24"	15th	
10th	3'30"	3'30"	3'40"	3'38"	3'45"	3'40"	3'52"	3'48"	3'35"	10th	
5th	3'45"	3'49"	3'59"	3'59"	4' 4"	4' 0"	4' 7"	4'11"	3'56"	5th	
0	4'30"	4'47"	5' 0"	4'53"	5'10"	5'10"	5'50"	5'30"	6'40"	0	

TABLE 20. PULL-UP FOR ELEMENTARY AND JUNIOR HIGH SCHOOL BOYS

Percentile Scores Based on Classification Index / Test Scores in Number of Pull-Ups

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	I		
100th	16	20	16	15	18	20	17	24		100th	
95th	10	8	8	5	9	11	12	12		95th	
90th	8	7	7	7	8	9	10	10		90th	
85th	7	6	6	6	6	8	10	10		85th	
80th	5	6	5	5	5	7	8	9		80th	
75th	6	5	4	5	5	6	7	8		75th	
70th	5	5	4	4	4	6	5	7		70th	
65th	5	4	3	4	3	5	5	7		65th	
60th	4	4	3	3	3	4	5	6		60th	
55th	4	3	3	3	2	4	4	5		55th	
50th	3	3	2	2	2	3	4	5		50th	
45th	3	3	2	2	2	3	3	5		45th	
40th	3	2	1	1	1	2	2	4		40th	
35th	2	2	1	1	1	2	2	3		35th	
30th	2	2	1	1	1	1	1	3		30th	
25th	1	1	0	0	0	1	1	2		25th	
20th	1	1	0	0	0	0	0	1		20th	
15th	0	0	0	0	0	0	0	1		15th	
10th	0	0	0	0	0	0	0	0		10th	
5th	0	0	0	0	0	0	0	0		5th	
0	0	0	0	0	0	0	0	0		0	



# TABLE 21. SHUTTLE RUN FOR ELEMENTARY AND JUNIOR HIGH SCHOOL BOYS

Percentile Scores Based on Classification Index / Test Scores in Seconds and Tenths

Percent- tile	Classification Index								Percent- tile
	A	B	C	D	E	F	G	H	
100th	9.0	9.0	8.0	9.0	8.5	8.5	9.0	8.3	100th
95th	10.0	10.0	9.9	9.8	9.8	9.4	9.5	9.1	95th
90th	10.2	10.1	10.0	10.0	10.0	9.5	9.5	9.4	90th
85th	10.3	10.3	10.1	10.0	10.0	9.8	9.8	9.5	85th
80th	10.5	10.5	10.4	10.2	10.1	10.0	9.9	9.5	80th
75th	10.7	10.5	10.5	10.3	10.2	10.0	10.0	9.7	75th
70th	10.9	10.7	10.6	10.5	10.4	10.1	10.1	9.8	70th
65th	11.0	10.8	10.7	10.6	10.5	10.3	10.2	9.9	65th
60th	11.0	10.9	10.9	10.8	10.6	10.4	10.3	10.0	60th
55th	11.0	11.0	11.0	10.9	10.8	10.5	10.4	10.1	55th
50th	11.2	11.0	11.0	11.0	10.9	10.5	10.5	10.2	50th
45th	11.2	11.1	11.2	11.0	11.0	10.7	10.5	10.3	45th
40th	11.4	11.4	11.3	11.1	11.0	10.8	10.8	10.4	40th
35th	11.5	11.5	11.5	11.3	11.2	11.0	10.9	10.5	35th
30th	11.6	11.8	11.6	11.4	11.4	11.1	11.0	10.5	30th
25th	11.8	12.0	11.8	11.5	11.5	11.2	11.3	10.8	25th
20th	12.0	12.0	12.0	11.7	11.7	11.5	11.5	11.0	20th
15th	12.2	12.2	12.0	12.0	12.0	11.8	11.8	11.3	15th
10th	12.6	12.5	12.2	12.3	12.2	12.0	12.0	11.7	10th
5th	13.2	13.0	13.0	12.8	12.6	12.6	12.8	12.1	5th
0	15.0	20.0	15.7	15.0	14.3	14.5	22.0	16.0	0

**TABLE 22. STANDING BROAD JUMP FOR ELEMENTARY AND JUNIOR HIGH SCHOOL BOYS**

Percentile Scores Based on Classification Index / Test Scores in Feet and Inches

Percentile	Classification Index								Percentile
	A	B	C	D	E	F	G	H	
100th	6' 8"	6' 10"	7' 2"	10' 0"	7' 9"	8' 10"	8' 8"	8' 9"	100th
95th	6' 0"	6' 2"	6' 4"	6' 7"	6' 9"	7' 2"	7' 6"	7' 11"	95th
90th	5' 10"	5' 11"	6' 2"	6' 3"	6' 6"	6' 11"	7' 2"	7' 7"	90th
85th	5' 8"	5' 10"	6' 0"	6' 2"	6' 4"	6' 9"	7' 0"	7' 6"	85th
80th	5' 7"	5' 9"	5' 9"	6' 0"	6' 2"	6' 8"	6' 11"	7' 4"	80th
75th	5' 6"	5' 7"	5' 9"	5' 11"	6' 0"	6' 6"	6' 9"	7' 3"	75th
70th	5' 5"	5' 6"	5' 7"	5' 10"	6' 0"	6' 4"	6' 8"	7' 1"	70th
65th	5' 4"	5' 6"	5' 6"	5' 9"	5' 10"	6' 3"	6' 5"	6' 11"	65th
60th	5' 2"	5' 4"	5' 5"	5' 8"	5' 9"	6' 1"	6' 4"	6' 10"	60th
55th	5' 2"	5' 3"	5' 4"	5' 6"	5' 8"	6' 0"	6' 2"	6' 8"	55th
50th	5' 1"	5' 2"	5' 3"	5' 6"	5' 6"	5' 11"	6' 1"	6' 7"	50th
45th	5' 0"	5' 1"	5' 2"	5' 5"	5' 6"	5' 10"	5' 11"	6' 6"	45th
40th	4' 11"	5' 0"	5' 1"	5' 4"	5' 4"	5' 8"	5' 10"	6' 5"	40th
35th	4' 10"	4' 11"	5' 0"	5' 2"	5' 3"	5' 6"	5' 9"	6' 3"	35th
30th	4' 8"	4' 10"	4' 11"	5' 1"	5' 1"	5' 5"	5' 7"	6' 1"	30th
25th	4' 7"	4' 8"	4' 10"	5' 0"	5' 0"	5' 3"	5' 5"	5' 11"	25th
20th	4' 6"	4' 7"	4' 9"	4' 10"	4' 10"	5' 1"	5' 2"	5' 9"	20th
15th	4' 4"	4' 5"	4' 6"	4' 8"	4' 8"	4' 11"	4' 11"	5' 5"	15th
10th	4' 3"	4' 3"	4' 4"	4' 5"	4' 6"	4' 7"	4' 6"	5' 2"	10th
5th	4' 0"	4' 0"	4' 1"	4' 2"	4' 3"	4' 3"	4' 2"	4' 10"	5th
0	3' 0"	3' 0"	2' 2"	2' 10"	2' 10"	1' 8"	2' 2"	3' 2"	0

**TABLE 23. 50-YARD DASH FOR ELEMENTARY AND JUNIOR HIGH SCHOOL BOYS**

Percentile Scores Based on Classification Index / Test Scores in Seconds and Tenths

Percent- tile	Classification Index										Percent- tile
	A	B	C	D	E	F	G	H	I		
100th	6.8	5.0	6.0	6.0	5.8	5.9	5.9	5.8	5.8	100th	
95th	7.2	7.0	7.0	5.8	6.7	6.5	6.4	6.1	6.1	95th	
90th	7.4	7.2	7.1	7.0	6.9	6.7	6.6	6.3	6.3	90th	
85th	7.6	7.4	7.2	7.0	7.0	6.9	6.7	6.4	6.4	85th	
80th	7.7	7.5	7.4	7.2	7.1	7.0	6.9	6.5	6.5	80th	
75th	7.9	7.6	7.5	7.3	7.2	7.0	6.9	6.6	6.6	75th	
70th	7.9	7.7	7.5	7.4	7.3	7.1	7.0	6.6	6.6	70th	
65th	8.0	7.8	7.7	7.5	7.4	7.2	7.0	6.7	6.7	65th	
60th	8.0	7.9	7.8	7.6	7.5	7.3	7.1	6.8	6.8	60th	
55th	8.1	8.0	7.9	7.7	7.5	7.4	7.2	6.9	6.9	55th	
50th	8.2	8.0	7.9	7.8	7.7	7.5	7.2	7.0	7.0	50th	
45th	8.3	8.0	8.0	7.9	7.8	7.5	7.4	7.0	7.0	45th	
40th	8.4	8.2	8.0	8.0	7.9	7.6	7.5	7.0	7.0	40th	
35th	8.5	8.3	8.2	8.0	8.0	7.8	7.6	7.1	7.1	35th	
30th	8.6	8.5	8.4	8.2	8.1	8.0	7.7	7.2	7.2	30th	
25th	8.7	8.6	8.5	8.3	8.2	8.1	7.9	7.4	7.4	25th	
20th	9.0	8.8	8.7	8.4	8.4	8.2	8.0	7.5	7.5	20th	
15th	9.0	9.0	8.9	8.6	8.5	8.3	8.3	7.3	7.3	15th	
10th	9.2	9.0	9.1	9.0	9.0	8.6	8.6	8.0	8.0	10th	
5th	10.0	9.6	9.5	9.4	9.2	9.0	8.2	8.5	8.5	5th	
0	11.0	11.9	10.8	10.9	12.0	11.6	12.0	9.6	9.6	0	

**TABLE 24. 600-YARD RUN-WALK FOR ELEMENTARY AND JUNIOR HIGH SCHOOL BOYS**

Percentile Scores Based on Classification Index / Test Scores in Minutes and Seconds

Percentile	Classification Index								Percentile
	A	B	C	D	E	F	G	H	
100th	2'30"	1'27"	1'32"	1'20"	1'34"	1'35"	1'30"	1'25"	100th
95th	1'52"	1'56"	1'56"	1'52"	1'51"	1'40"	1'44"	1'38"	95th
90th	2'06"	2'03"	2'02"	1'50"	1'57"	1'51"	1'46"	1'42"	90th
85th	2'10"	2'00"	2'06"	2'03"	2'00"	1'54"	1'50"	1'44"	85th
80th	2'12"	2'11"	2'09"	2'06"	2'02"	1'57"	1'52"	1'46"	80th
75th	2'15"	2'14"	2'11"	2'10"	2'05"	1'59"	1'54"	1'48"	75th
70th	2'19"	2'16"	2'13"	2'12"	2'08"	2'02"	1'56"	1'51"	70th
65th	2'22"	2'19"	2'15"	2'14"	2'11"	2'04"	1'50"	1'52"	65th
60th	2'24"	2'21"	2'19"	2'16"	2'15"	2'05"	2'00"	1'55"	60th
55th	2'20"	2'24"	2'21"	2'18"	2'16"	2'03"	2'03"	1'56"	55th
50th	2'31"	2'27"	2'24"	2'22"	2'19"	2'10"	2'05"	1'59"	50th
45th	2'34"	2'30"	2'28"	2'24"	2'22"	2'12"	2'05"	2'01"	45th
40th	2'36"	2'34"	2'31"	2'27"	2'26"	2'15"	2'11"	2'04"	40th
35th	2'40"	2'37"	2'34"	2'30"	2'29"	2'19"	2'14"	2'03"	35th
30th	2'42"	2'41"	2'30"	2'35"	2'32"	2'23"	2'10"	2'12"	30th
25th	2'45"	2'44"	2'41"	2'40"	2'36"	2'27"	2'24"	2'16"	25th
20th	2'49"	2'53"	2'45"	2'48"	2'43"	2'32"	2'30"	2'23"	20th
15th	2'54"	3'01"	2'50"	2'55"	2'53"	2'40"	2'30"	2'20"	15th
10th	3'01"	3'09"	3'02"	3'07"	3'03"	2'55"	2'56"	2'41"	10th
5th	3'21"	3'23"	3'14"	3'30"	3'21"	3'21"	3'15"	3'11"	5th
0	4'16"	5'04"	4'34"	5'06"	5'08"	5'00"	4'25"	5'14"	0

# TABLE 25. PULL-UP FOR HIGH SCHOOL BOYS

Percentile Scores Based on Classification Index / Test Scores in Number of Pull-Ups

Percentile	Classification Index			Percentile
	C	B	A	
100th	20	25	32	100th
95th	14	16	15	95th
90th	12	14	12	90th
85th	10	12	12	85th
80th	10	12	10	80th
75th	9	11	10	75th
70th	8	10	9	70th
65th	7	10	9	65th
60th	7	9	8	60th
55th	6	9	7	55th
50th	5	8	7	50th
45th	5	7	6	45th
40th	4	7	6	40th
35th	4	6	5	35th
30th	4	6	5	30th
25th	3	5	4	25th
20th	3	4	3	20th
15th	2	4	2	15th
10th	1	3	1	10th
5th	0	2	0	5th
0	0	0	0	0

# TABLE 26. SHUTTLE RUN FOR HIGH SCHOOL BOYS

Percentile Scores Based on Classification Index / Test Scores in Seconds and Tenths

Percentile	Classification Index			Percentile
	C	B	A	
100th	8.3	8.0	8.0	100th
95th	9.2	9.0	9.0	95th
90th	9.4	9.1	9.0	90th
85th	9.6	9.2	9.2	85th
80th	9.7	9.3	9.3	80th
75th	9.8	9.5	9.4	75th
70th	9.9	9.5	9.5	70th
65th	9.9	9.6	9.6	65th
60th	10.0	9.7	9.6	60th
55th	10.0	9.8	9.7	55th
50th	10.1	9.9	9.8	50th
45th	10.2	10.0	10.0	45th
40th	10.2	10.0	10.0	40th
35th	10.4	10.1	10.1	35th
30th	10.5	10.2	10.2	30th
25th	10.6	10.3	10.4	25th
20th	10.9	10.5	10.6	20th
15th	11.0	10.8	10.9	15th
10th	11.2	11.1	11.1	10th
5th	11.7	11.4	11.5	5th
0	15.0	15.0	16.6	0

# TABLE 27. STANDING BROAD JUMP FOR HIGH SCHOOL BOYS

Percentile Scores Based on Classification Index / Test Scores in Feet and Inches

Percentile	Classification Index			Percentile
	C	B	A	
100th	8' 11"	8' 10"	9' 8"	100th
95th	7' 9"	8' 2"	8' 6"	95th
90th	7' 6"	7' 11"	8' 3"	90th
85th	7' 5"	7' 9"	8' 0"	85th
80th	7' 3"	7' 7"	7' 11"	80th
75th	7' 0"	7' 6"	7' 9"	75th
70th	6' 10"	7' 5"	7' 7"	70th
65th	6' 9"	7' 3"	7' 6"	65th
60th	6' 8"	7' 1"	7' 5"	60th
55th	6' 6"	7' 0"	7' 4"	55th
50th	6' 5"	7' 0"	7' 3"	50th
45th	6' 3"	6' 10"	7' 1"	45th
40th	6' 2"	6' 9"	7' 0"	40th
35th	6' 0"	6' 7"	6' 11"	35th
30th	5' 10"	6' 6"	6' 9"	30th
25th	5' 8"	6' 5"	6' 7"	25th
20th	5' 6"	6' 4"	6' 6"	20th
15th	5' 3"	6' 1"	6' 3"	15th
10th	5' 0"	5' 10"	6' 0"	10th
5th	4' 10"	5' 5"	5' 7"	5th
0	2' 10"	4' 6"	3' 7"	0

**TABLE 28. 50-YARD DASH FOR HIGH SCHOOL BOYS**

**Percentile Scores Based on Classification Index / Test Scores in Seconds and Tenths**

Percentile	Classification Index			Percentile
	C	B	A	
100th	6.0	5.6	5.6	100th
95th	6.3	6.0	6.0	95th
90th	6.4	6.1	6.1	90th
85th	6.5	6.2	6.2	85th
80th	6.6	6.3	6.2	80th
75th	6.7	6.4	6.3	75th
70th	6.9	6.5	6.4	70th
65th	7.0	6.5	6.4	65th
60th	7.0	6.5	6.5	60th
55th	7.1	6.6	6.6	55th
50th	7.1	6.7	6.6	50th
45th	7.2	6.8	6.7	45th
40th	7.3	6.8	6.8	40th
35th	7.4	6.9	6.8	35th
30th	7.5	7.0	6.9	30th
25th	7.6	7.1	7.0	25th
20th	7.8	7.2	7.0	20th
15th	8.0	7.3	7.2	15th
10th	8.1	7.5	7.3	10th
5th	8.6	7.9	7.7	5th
0	10.4	10.0	10.6	0



**TABLE 29. 600-YARD RUN-WALK FOR HIGH SCHOOL BOYS**

**Percentile Scores Based on Classification Index / Test Scores in Minutes and Seconds**

Percentile	Classification Index			Percentile
	C	B	A	
100th	1'29"	1'25"	1'23"	100th
95th	1'40"	1'32"	1'31"	95th
90th	1'41"	1'35"	1'34"	90th
85th	1'44"	1'37"	1'36"	85th
80th	1'46"	1'39"	1'38"	80th
75th	1'50"	1'41"	1'40"	75th
70th	1'52"	1'43"	1'42"	70th
65th	1'53"	1'45"	1'44"	65th
60th	1'55"	1'47"	1'45"	60th
55th	1'57"	1'49"	1'47"	55th
50th	1'58"	1'51"	1'49"	50th
45th	2' 1"	1'53"	1'51"	45th
40th	2' 3"	1'55"	1'54"	40th
35th	2' 5"	1'58"	1'57"	35th
30th	2' 8"	2' 1"	2' 0"	30th
25th	2'12"	2' 5"	2' 3"	25th
20th	2'16"	2' 9"	2' 8"	20th
15th	2'22"	2'15"	2'14"	15th
10th	2'34"	2'25"	2'22"	10th
5th	2'45"	2'37"	2'39"	5th
0	3'12"	4'34"	4'45"	0

**TABLE 30. PHYSICAL FITNESS TEST NORMS**  
**Percentile Scores for College Women**

Percentile	Modified Pull-Up	Sit- Up	Shuttle Run	Standing Broad Jump	50-Yard Dash	600-Yard Run Walk
100th	40	50	7.5	7'10"	5.4	1:49
95th	39	43	10.2	6'6"	7.3	2:19
90th	38	35	10.5	6'3"	7.6	2:27
85th	33	31	10.7	6'1"	7.7	2:32
80th	30	29	10.9	5'11"	7.8	2:37
75th	28	27	11.0	5'10"	7.9	2:41
70th	26	25	11.1	5'8"	8.0	2:44
65th	24	24	11.2	5'7"	8.1	2:48
60th	22	22	11.3	5'6"	8.2	2:51
55th	21	21	11.5	5'5"	8.3	2:54
50th	20	20	11.6	5'4"	8.4	2:58
45th	18	19	11.7	5'3"	8.6	3:01
40th	17	18	11.9	5'2"	8.7	3:05
35th	16	16	12.0	5'0"	8.8	3:08
30th	15	15	12.1	4'11"	9.0	3:13
25th	13	14	12.2	4'10"	9.1	3:18
20th	12	13	12.4	4'8"	9.2	3:23
15th	11	11	12.6	4'7"	9.4	3:29
10th	9	9	12.9	4'5"	9.7	3:38
5th	7	7	13.4	4'1"	10.1	3:53
0	0	0	17.3	2'3"	13.7	5:29

**TABLE 31. PHYSICAL FITNESS TEST NORMS**  
**Percentile Scores for College Men**

Percentile	Pull-Up	Sit-Up	Shuttle Run	Standing Broad Jump	50-Yard Dash	600-Yard Run-Walk
100th	20	100	8.3	9'6"	5.5	1:12
95th	12	99	9.0	8'5"	6.1	1:35
90th	10	97	9.1	8'2"	6.2	1:38
85th	10	79	9.1	7'11"	6.3	1:40
80th	9	68	9.2	7'10"	6.4	1:42
75th	8	61	9.4	7'8"	6.5	1:44
70th	8	58	9.5	7'7"	6.5	1:45
65th	7	52	9.5	7'6"	6.6	1:47
60th	7	51	9.6	7'5"	6.6	1:49
55th	6	50	9.6	7'4"	6.7	1:50
50th	6	47	9.7	7'3"	6.8	1:52
45th	5	44	9.8	7'1"	6.8	1:53
40th	5	41	9.9	7'0"	6.9	1:55
35th	4	38	10.0	6'11"	7.0	1:57
30th	4	36	10.0	6'10"	7.0	1:59
25th	3	34	10.1	6'9"	7.1	2:01
20th	3	31	10.2	6'7"	7.1	2:05
15th	2	29	10.4	6'5"	7.2	2:09
10th	1	26	10.6	6'2"	7.5	2:15
5th	0	22	11.1	5'10"	7.7	2:25
0	0	0	13.9	4'2"	9.1	3:43

# **FITTING IN TESTING**

A FITNESS TEST BATTERY has an important place in the instructional program of physical education. The elements in the AAHPER Youth Fitness Test attempt to judge the individual's efficiency in running, throwing, strength, agility, and endurance. All these are prime objectives for physical education, and the tests themselves are activities which are a part of every sound program of physical education.

The items in the AAHPER test battery evaluate both the extent to which an individual is achieving or maintaining physical fitness and the extent to which the physical education program is helping him do this. The test has real value when it is applied correctly in teaching; every effort, of course, should be made to keep the testing in proper perspective in the total broad program. Following are some suggestions for using the test in a school system or in local community planning for youth fitness.

## **1. THE TESTS CAN BE USED AS A MEANS TO JUDGE THE EXTENT TO WHICH A PUPIL ACHIEVES AND MAINTAINS A STANDARD OF PHYSICAL FITNESS.**

Teachers in a given system may agree to give the tests at certain times in the child's school experience; for example, in the spring of the sixth, ninth, and eleventh grades. A fitness score can then be placed in the pupil's permanent school record, along with his IQ and other achievement scores and grades. As the pupil progresses in school, teachers may use this score as a guide in planning the program and counseling in physical education activities. In this way, continued stress can be placed on helping pupils maintain and increase their physical fitness throughout their school experience regardless of a change in school or teachers. Teachers can also give the tests at the beginning and end of each semester or year for evaluation of their particular program and for evaluation of a pupil's progress and improvement during that year.

## **2. THE TESTS CAN BE USED AS ONE MEANS OF STUDYING THE STRENGTH AND WEAKNESS OF THE CURRICULUM AND PROGRAM IN PHYSICAL EDUCATION IN TERMS OF ACHIEVING THE PHYSICAL FITNESS GOALS.**

As each item in the test battery measures a different skill, failure of pupils to perform efficiently in certain tests would be cause to examine closely the program activities offered.

**3. THE TESTS CAN BE USED TO COUNSEL STUDENTS INTO A PROGRAM BASED UPON THEIR NEEDS. CHILDREN ARE INTERESTED IN PERSONAL ACHIEVEMENT; UNDERSTANDING THE FITNESS TEST BATTERY WILL BE AN ADDED INCENTIVE TOWARD ACHIEVING PHYSICAL FITNESS.**

Each pupil is fundamentally interested in personal achievement and in reaching a degree of success in school activities. Physical status is no exception. Understanding his performance levels in the test battery can help a pupil visualize and realize his achievement; he can better appreciate his physical strengths and weaknesses. Through the use of the Personal Fitness Record, which includes a Profile Record Form to cover repeated testings, each pupil can study the results of his own achievement and his own improvement. With the help of the teacher, plans can be made and activities provided to help the pupil improve his performance in the tests. Such individualization helps the pupil better understand the goals of physical education.

**4. THE TESTS CAN BE USED TO INTERPRET TO THE ADMINISTRATION THE PURPOSE AND VALUE OF THE PHYSICAL EDUCATION AND RECREATION PROGRAM.**

A test battery which includes many items from the broad program of physical education is a means of evaluation which can help to interpret the program, its objectives, pupils' needs, and class time needed. A testing program properly carried on in a school can help to give physical education the status and standing it rightly deserves in the school program.

**5. THE TESTS ARE A MEANS OF INTERPRETING TO LAY GROUPS THE MEANING AND VALUE OF PHYSICAL EDUCATION IN SCHOOLS.**

The battery of tests developed by the AAHPER presents an objective measure of physical fitness which can be easily understood by parents and laymen. Encouraging pupils to practice the tests at home gives the parents an opportunity to learn about them and about the reasons for the physical education program. A demonstration of the tests makes an excellent PTA program. The tests serve a similar purpose for those community groups serving the needs of youth.

**6. THE TESTS SERVE AS A MEANS OF MOTIVATION FOR PUPILS TO IMPROVE AND MAINTAIN FITNESS.**

Physical activities which will help maintain fitness should be introduced into the daily schedule, and some type of motivation is needed to help young people want to keep in good condition. Introduction of a fitness test battery in the physical education instruction program is a valuable means of interesting youth in performing and practicing these activities. Various type of recognition or awards for achieving success in the tests, such as emblems or certificates, can serve to increase and hold interest. (See page 10.)

# **PERSONAL FITNESS RECORD**

Name..... Grade.....

School.....



**FITNESS FOR YOUTH**

## **AAHPER YOUTH FITNESS TEST**

**American Alliance for Health, Physical Education, and Recreation  
1201 - 16th Street, N. W.  
Washington , D. C.**

## PERSONAL DATA

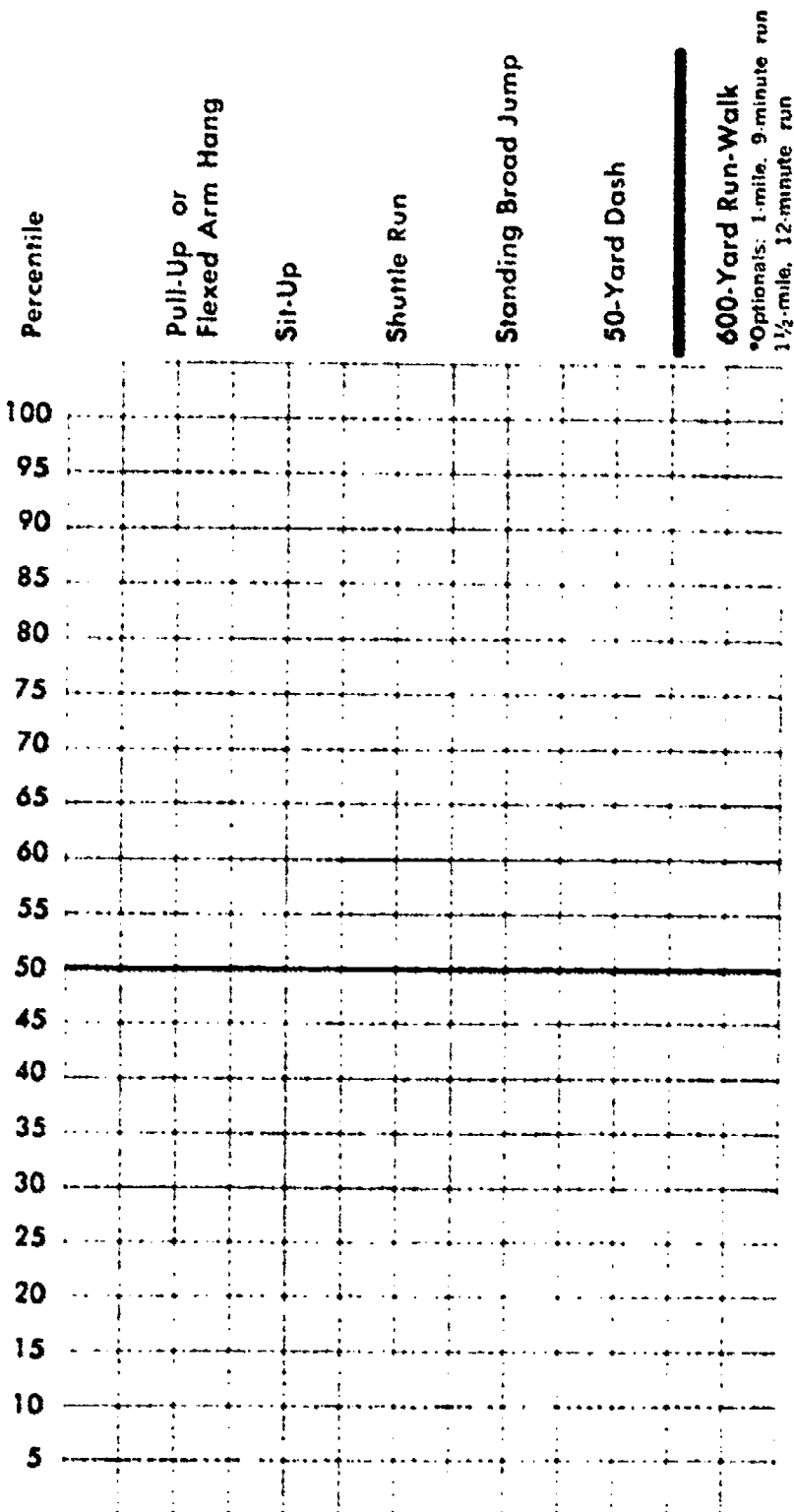
	Trial 1		Trial 2	
	<i>Exponent*</i>		<i>Exponent*</i>	
Age (in months)				
Height (in inches)				
Weight				
Sum of Exponents*				
Class*				

**NOTE:** For girls in grades 10, 11, and 12, see Tables 15-19, column HSG.

	Trial 1		Trial 2	
	Date		Date	
	<i>Score</i>	<i>Percentile*</i>	<i>Score</i>	<i>Percentile*</i>
Pull-Up (Boys)				
Flexed Arm Hang (Girls)				
Sit-Up				
Shuttle Run				
Standing Broad Jump				
50-Yard Dash				
600-Yard Run-Walk Optionals				

\* See tables in *AAHPER Youth Fitness Test Manual*.

# PROFILE RECORD



Plot your personal graph using the information on opposite page.  
 Use a different color for each trial.



## HOW TO RECORD YOUR SCORE

This is your individual fitness record, prepared so you may know your own performance and work to improve your score. Keep these records each year, so that you can see your progress. You can also compare your score with the scores of other students in your own school and in schools throughout the United States.

1. There are places to record your scores on two trials. Take the two tests at least 3 to 4 months apart.
2. Record your age to the nearest month, your height in inches, and your weight in pounds. Use Table 13 or Table 14 in the *AAHPER Youth Fitness Test Manual* to find the *exponents* and your *class* (A, B, C, D, E, F, G, or H), except for girls in grades 10, 11, and 12, who use the column headed HSG in Tables 15-19.
3. As you take each test, record your score in the space provided. Use the appropriate classification tables in the *AAHPER Youth Fitness Test Manual* (Revised Edition 1975) to find your *percentile score*. Enter this percentile score. Your percentile score tells you where you stand in relation to other students. For instance, if your score was the 60th percentile, you scored higher than 60 percent of the students in your classification.
4. Plot a chart of your fitness on the graph by placing a dot on each line at the percentile you scored on each test. Connect the dots with straight lines. The heavy black line at the 50th percentile shows the average. Use different color pencils to plot our two scores. Indicate the date of each trial.

## TO IMPROVE YOUR FITNESS

If you want to improve your score, you should ask your physical education teacher to help you plan a program of activities in connection with your physical education classes and outside of school.

# CUMULATIVE FITNESS RECORD

THIS FORM is for recording information on the physical fitness of the individual pupil. It should be kept as part of the pupil's personal file, so that it will be available for use by the guidance counselor, school nurse, and school physician, as well as for use by the physical education teacher.

Space is provided for recording two performances each year on the six-item AAHPER youth fitness test. This Cumulative Fitness Record covers the 5th grade through the 12th grade, since there are national norms for these grades.

## INSTRUCTIONS

1. Record age to nearest month, height in inches, and weight in pounds at the time the test is administered. Use Table 13 or 14 in the *AAHPER Youth Fitness Test Manual* to find the exponent and class. For girls in grades 10, 11, and 12, use the column headed HSG in Tables 15 to 19 of the *Test Manual*.
2. Administer each test item as directed in the *AAHPER Youth Fitness Test Manual*, and record the raw scores in the space provided. Find the percentile ranking of these raw scores in the appropriate classification table in the *AAHPER Youth Fitness Test Manual*, OR find the percentile ranking in the tables computed by age alone. Both sets of tables are included in the *Test Manual*. Enter the percentile score on the record.
3. Plot the profile chart each time the test is given, recording the percentile scores and connecting the dots with straight lines. Use different colors for the two tests, and indicate a key to the colors used.
4. Keep in mind that there is no passing or failing on the six test items. The 50th percentile shows national average performance (norm).
5. Individual progress on each test item over the years may be recorded on the charts found on the back of this form. These are recorded in terms of actual performance instead of in percentiles.



**FITNESS FOR YOUTH**

## AAHPER YOUTH FITNESS TEST

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

1201 - 16th Street, N. W.  
Washington, D. C.

66

# CUMULATIVE FITNESS RECORD

**NAME**

**LAST**

**FIRST**

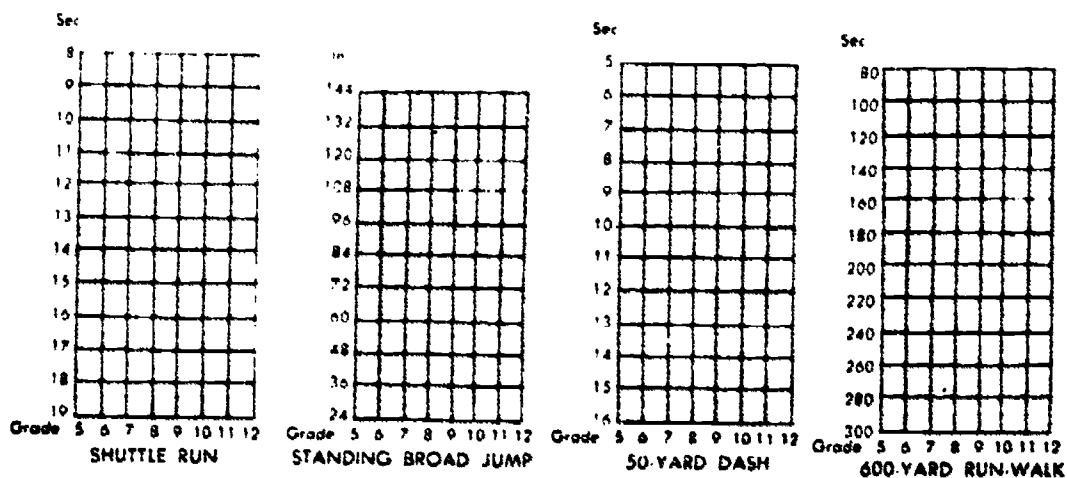
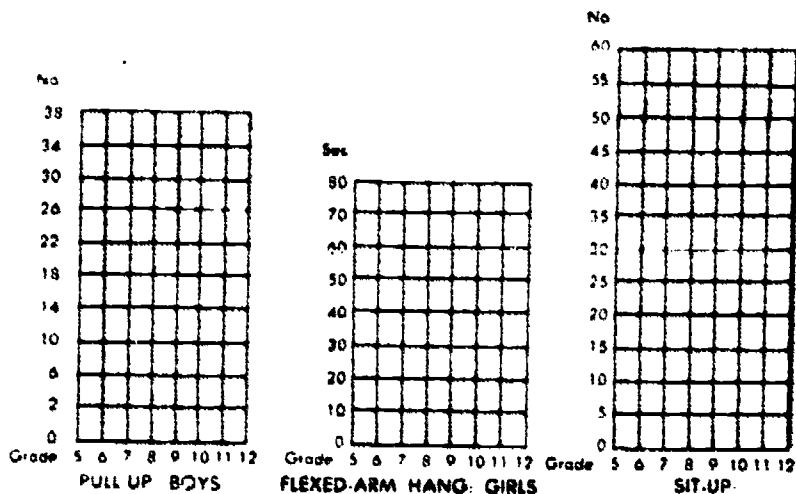
**MIDDLE**

[illegible]

\*Optionals: 1-mile, 9-minute run  
1½-mile, 12-minute run

PROFILE - 5th		PROFILE - 6th		PROFILE - 7th		PROFILE - 8th	
	Pl 5u 5B B: 5G 5T 5W		Pl 5u 5B B: 5G 5T 5W		Pl 5u 5B B: 5G 5T 5W		Pl 5u 5B B: 5G 5T 5W
100		100		100		100	
90		90		90		90	
80		80		80		80	
70		70		70		70	
60		60		60		60	
50		50		50		50	
40		40		40		40	
30		30		30		30	
20		20		20		20	
10		10		10		10	
0		0		0		0	

CANADIAN	9				10				11				12			
	TEST 1		TEST 2		TEST 1		TEST 2		TEST 1		TEST 2		TEST 1		TEST 2	
	W	TSP	W	TSP	W	TSP	W	TSP	W	TSP	W	TSP	W	TSP	W	TSP



1-mile or 9-minute run  
1½-mile or 12-minute run

#### INSTRUCTIONS

Individual progress in each item of the NAEPER fitness test may be recorded on these charts for each grade from 5 through 12. Place a dot for on the vertical line representing the pupil's grade in school at the point representing his best performance for the year. Note that the charts are for both boys and girls, with the exception of Pull-Up.

After scores for two or more years are recorded, the dots should be connected by straight lines. Thus, the pupil's performance on each test item may be seen at a glance.

If it is desired to record the results of the two tests for each year, rather than the second test only, different colors may be used and a key to the color may be indicated at the top of this page.

# CLASS COMPOSITE RECORD

**for the**

## AAHPER YOUTH FITNESS TEST

Data Sheet

**Name of School:-**

**Location:**

**Date** \_\_\_\_\_

[illegible]

# FITNESS MATERIALS

## TEST MATERIALS

### AAHPER YOUTH FITNESS TEST MANUAL

A revised edition of the 1965 manual, designed to test basic physical components of fitness through performance. This new edition incorporates various changes in the actual tests, including deletion of the softball throw for distance and substitution of the flexed-leg sit-up for the straight leg sit-up. Extra options have also been added for the 600-yard run-walk at various age levels. The other test items are the shuttle run, standing broad jump, 50-yard dash, and pull-ups for boys, flexed arm hang for girls. The manual is illustrated with drawings and contains complete instructions for administering the six test items. Comparative data, percentiles and the national norms for grades 5 through college are also included. Rev. ed. 1975. 80 pp. (242-25598)

### PERSONAL FITNESS RECORD

Forms for each pupil taking test. Rev. 1975. (242-06752)

### CLASS COMPOSITE RECORD

Forms for recording test data for the class. Rev. 1975. (242-06754)

## CUMULATIVE FITNESS RECORD

Forms for recording individual achievement profile for 8 years (grades 5-12). Rev. 1975. (242-06756)

### FITNESS KIT #3

Sample of Fitness Test Manual, Personal Fitness Record, Cumulative Fitness Record, and Class Composite Record. (242-06794)

## INTERPRETIVE MATERIALS

### EXERCISE AND FITNESS

Suggestions for maximum enjoyment and benefit from exercise and other components of fitness for effective living 1964. 12 pp. (242-07138)

### YOUR CHILD'S HEALTH AND FITNESS

Review of the what and why of physical fitness. Written for parents as well as teachers, it is available in quantity for distribution to parents by the students or at parent-teacher meetings. 16 pp. (242-06774)

## SPECIAL FITNESS AWARDS FOR THE MENTALLY RETARDED

AAHPER's newest award program, sponsored jointly with the Joseph P. Kennedy Jr. Foundation, provides for special fitness awards for mentally retarded children. Eligibility for the awards is based on achievement in tests of physical ability utilizing a modified version of the AAHPER Youth Fitness Test.

Application for the awards may be made through a school, institution, community recreation program, camp, parent association, or by parents. For a brochure describing the awards program, eligibility requirements, and testing procedures, write AAHPER, 1201 16th St., N.W., Washington, D.C. 20036.

# FITNESS AWARDS

## AWARD EMBLEMS

### SENIOR EMBLEMS

For senior high school age boys and girls (grades 10-12).

#### STANDARD EMBLEM

For boys and girls who equal or exceed 50th percentile. Triangular. (242-25514).

#### MERIT EMBLEM

For boys and girls who equal or exceed 80th percentile. Triangular. (242-25520).

### JUNIOR EMBLEMS

For junior high school age boys and girls (grades 7-9).

#### STANDARD EMBLEM

For boys and girls who equal or exceed 50th percentile. Square. (242-25512).

#### MERIT EMBLEM

For boys and girls who equal or exceed 80th percentile. Square. (242-25518).

### ELEMENTARY EMBLEMS

For elementary school age boys and girls (grades 5 and 6).

#### STANDARD EMBLEM

For boys and girls who equal or exceed 50th percentile. Round. (242-25510).

#### MERIT EMBLEM

For boys and girls who equal or exceed 80th percentile. Round. (242-25516).

**INSTRUCTOR'S EMBLEM**  
(242-25522).

## ACHIEVEMENT BAR PATCHES

Worn with emblems to denote repeated test achievement.

2-Star (242-06824).

3-Star (242-06826).

4-Star (242-06828).

## PRESIDENTIAL INSTRUCTOR'S EMBLEM

(242-08104).

## FITNESS KIT #1

Sample of each emblem, bar patch, and certificate. (242-26790).

## AWARD CERTIFICATES

### ACHIEVEMENT AWARDS

Official standard certificate for boys and girls attaining 50th percentile on the AAHPER Youth Fitness Test. 8 x 10 in., suitable for framing or mounting. Elementary (242-06796); Junior (242-06798); Senior (242-06800).

**PROGRESS AWARD CERTIFICATE**  
(for Physically Limited) (242-06802).

**GOLD MERIT SEAL** (for Achievement Award Certificate only) (242-06806).

**CERTIFICATE OF RECOGNITION**  
(for Administrators, Institutions, etc.) (242-06804).

## FOR ORDER INFORMATION AND PRICE LIST WRITE:

AAHPER Publications-Sales,  
1201 Sixteenth Street, N.W.,  
Washington, D. C. 20036



# PRESIDENTIAL PHYSICAL FITNESS AWARD

The Presidential Physical Fitness Award is the highest award given for performance on the AAHPER Youth Fitness Test. Winners of the award receive a certificate suitable for framing, a decal, and an emblem designed for wear on jackets, sweaters, and blazers.

The Award certificate is handsomely printed in gold and black, and bears the President's signature, the Presidential seal, and a congratulatory message.



The Award emblem is three inches in diameter and embroidered in gold, red, white and blue.

The Award decal, added to the program in 1974, is the same size and color as the emblem. It is designed for use on text and notebooks, walls, luggage, bulletins boards, etc.

All schools and youth groups in the United States which have qualified physical education and/or physical fitness personnel are welcome to participate in the program. This includes all public, private and parochial schools and school districts. YMCAs, YWCAs, boys' clubs, recreation departments, Jewish Community Centers, and organizations representing churches, schools, PTA units, neighborhoods, and similar youth serving groups.

For complete information and application form, please write

**AAHPER, 1201 16th St., N.W.  
Washington, D.C. 20036**



The American Alliance for Health, Physical Education, and Recreation is the voluntary professional organization which brings together teachers, administrators, leaders, and students in these related fields. The AAHPER membership, now more than 50,000, is concerned with the present condition and future progress of physical education and dance, health education and school nursing, athletics, safety education, recreation, outdoor education, and programs of professional preparation for leadership in these areas. The AAHPER serves members at all levels elementary and secondary school, college and university, and community. The AAHPER is a national affiliate of the National Education Association and is housed in the NEA Center in Washington, D.C.

The Association publishes books and pamphlets to meet the varied needs of its members and the general public, averaging about 30 new titles each year. The list includes conference proceedings, position papers, sports guides and rules, reports of research, teaching manuals, and explanations of HPER intended for the general educator and public. AAHPER's publications list, giving a complete listing of materials in print, may be obtained by writing to AAHPER, 1201 Sixteenth St., N.W., Washington, D.C. 20036.